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# The design, production, and application of a methodology for building humanistic-psychological education curricula.

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THE DESIGN, PRODUCTION, AND APPLICATION OF A METHODOLOGY  
FOR BUILDING HUMANISTIC-PSYCHOLOGICAL  
EDUCATION CURRICULA

A Dissertation Presented

By

JOHN PHILIP BROOKS

Submitted to the Graduate School of the  
University of Massachusetts  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

June

1975

Humanistic Education



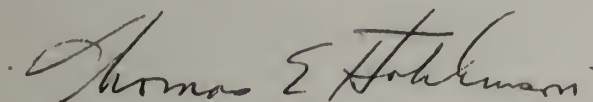
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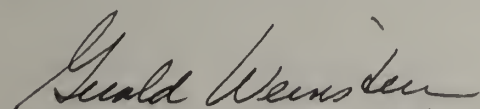
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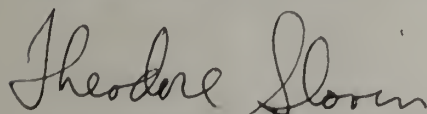
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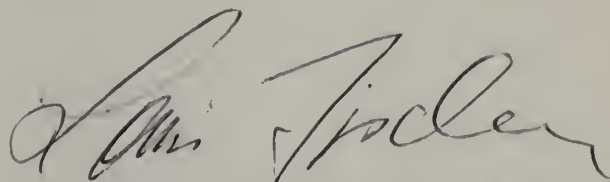
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## ABSTRACT

The Design, Production, and Application of a Methodology for Building  
Humanistic-Psychological Education Curricula (June, 1975)

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The problem addressed by this dissertation is that no entirely satisfactory systems exist for creating humanistic-psychological education curricula. To overcome this problem a "mini-methodology" for efficiently and effectively developing humanistic-psychological education curricula was created. The following explanation of terms is provided for clarification of what this solution is.

Efficient No gaps or irrelevancies should exist. The methodology should help generate and focus energy upon necessary tasks.

Effective Effectiveness is gauged by the extent to which a person attains his or her purposes. Methodologically this entails initially insuring that the users' intents match the systems capabilities, and later encouraging deviation from prescribed steps if they fail to promote the user's purpose.

"Mini-Methodology" A social science methodology is "a set of rules and procedures which are operational, standardized and systematic means for accomplishing a defined purpose" (Hutchinson, 1975). The topic of the dissertation is a "mini-methodology" because it is not fully operational.

Develop Develop, as used herein, means a) to conduct background research, b) to build a learning program, c) to evaluate (both the process and product), and d) to disseminate information about the product.

Humanistic-Psychological This term refers to programs which aim at the direct facilitation of the learner's psychological growth (Weinstein, 1974).

Curriculum An organized set of both intended and unintended learning opportunities and outcomes.

Was the developer's purpose accomplished; did he create a system which would in turn spawn effective humanistic psychological education programs? At this point in time the answer to this question is unknown. He has created a methodology, he has applied that methodology to create a curriculum; but due to limited resources, neither of these has been adequately evaluated. What, then, has he done? He has created two unique educational products. Unique in that his search of the literature revealed no similar products, nor suitable alternatives. A description of the products follows.

One product is a curriculum design system entitled "How to build humanistic-psychological education curricula: A methodology." This evolved from a search for the solution, or elements to the solution of the problem stated at the outset. The areas investigated during this search were: 1) existing humanistic education curricula, 2) management systems, 3) curriculum building approaches, 4) evaluation systems, and 5) social science methodologies. These five areas are described in terms of their utility as elements of a solution set. This description

in turn provides a documentation of need for the product eventually developed.

The second product, a curriculum called "Who am I?: Another answer," resulted from an application of the methodology, and deals with expanding self-knowledge in the transpersonal or spiritual domain (as related to the cognitive, affective and psychomotor). Its purpose is to allow a person to experience his or her self as a center of pure consciousness and to be able to identify with this center rather than what are termed "partial identifications" by Psychosynthesis, the system within which the curriculum is grounded. It, like the methodology, is designed to be used by an individual working alone, and is likewise appended to the dissertation.

The body of the dissertation describes elements of the methodology along with the curricular pieces which resulted from using the methodology. This "process-example; process-example" format is meant to increase both the heuristic and pedagogic value of the dissertation, and thus its utility, which was the primary motive of the investigator.

The dissertation ends with a discussion of the methodology's application including its perceived strengths and weaknesses. Also included are recommendations for future use and modification.



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## CHAPTER I

### IDENTIFICATION OF THE PROBLEM AND A SEARCH FOR ITS SOLUTION

#### The Problem

Education is faulted for its purposes and processes. Critiques of the former, of goals, are numerous. Silberman (1970) claims that a concern with the ends of education is paramount to other issues and goes on to criticize present ones in Crisis in the Classroom. Kohlberg and Mayer (1972) reinforce this stance, "The most important issue confronting educators and educational theorists is the choice of ends for the educational process" (p. 449). "Romantics" such as Postman and Weingarten (1969), Leonard (1968), and Holt (1964), as well as "revolutionaries" Friere (1972), Illich (1971), and Farber (1969) likewise attack educational aims, both implicit and explicit.

Criticisms of processes likewise abound. The main message of these critics is that even if one accepts traditional aims, education is failing. Documentation of this lack of success can be found in Coleman's Equality of Educational Opportunity (1966), Jencks' Inequality (1973), or in the British Plowden Report, Children and their Primary Schools (1967).

To meet the challenges posed by this state of affairs, two independent movements gained strength. "Humanistic Education" focuses on with the ends of education by re-presenting a notion that seems to have been around as long as education has existed--that education needs to concern itself with the whole person, not just the intellect, and that one legitimate focus of study is the self. "Instructional technology" on the other hand, has focused on means. Efficiency is the byword of this movement.



Efficiency is gained through the systematic development and application of educational products and processes.

What is needed is a strategy which could merge these two areas to produce effective (in terms of ends) and efficient (in terms of means) curricula.<sup>1</sup> The process would be a "how-to-do-it" system for translating into meaningful learning experiences those ideas and ideals which do not readily lend themselves to objectification and analysis.

### The Search

To find a solution, or elements of a solution, to this problem, five types of sources were investigated: (1) approaches to curriculum building within Humanistic Education as reflected in existing curricula, (2) management systems, (3) curriculum development models, (4) evaluation systems, and (5) social science methodologies.

A report on the results of this search follows in the next seven sections. The first five briefly examine each of the above areas by providing examples of products, descriptions of strengths and weaknesses, and summarizations. The sixth section is a discussion of the nature of a product which would address the disadvantages of each area and incorporate its benefits. The last section provides an overview of Chapters II, III, and IV.

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<sup>1</sup>Curriculum is defined as an organized set of both intended and unintended learning opportunities and outcomes (combining the notions of Johnson, 1967; Quilling, 1974; and Weinstein, 1974.)

A related segment, exterior to this chapter, is the product which evolved from this search, available to the reader as "Appendix A: How to build Humanistic-Psychological Education Curricula: A Methodology."

### Approaches to Curriculum Building in Humanistic Education

An investigation of five leading Humanistic Education curricula<sup>2</sup> and documents describing these curricula, suggested that no standardized curriculum development process exists. Further, this search indicated that no systematic process was used for building any of the curricula. This was later reinforced by the opinion of Weinstein (1973) that no process did exist.

What these five programs did represent seemed to be a collection of exercises and techniques which were not grounded within any particular philosophical, psychological, or educational theory.

It should be noted that the actual developmental strategies behind each of these curricula were not directly investigated. The construction system used, if any, was assumed to be primarily intuitive, or one which was developed from an experiential interaction with students. Beauchamp's (1972) model describes this type of curriculum building process.

1. Gather resource material
2. Read and study resource information
3. Write document

This "intuitive-programatic" approach has a number of strengths:

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<sup>2</sup>As selected by Weinstein (1973) himself a leader in the field. The five curricula are: Achievement Motivation (Alschuler, et al., 1969); Process Curriculum (Borton, 1970); Confluent Education (Brown, 1971); Ford Curriculum (Weinstein, 1970); Human Development Program (assorted papers of Weinstein, 1973).

1. As employed by a practicing teacher, it may incorporate classroom reality better than a system designed by an "ivory-tower" developer-theorist who doesn't interact with teachers and students.
2. It, the intuitive-progmatic approach, may be more prolific. It is less likely to face the resistance that objective based curriculum development approaches do in terms of apparent workload.
3. It may present reality more accurately, in that a wholistic conception of man may be passed on in a wholistic fashion, rather than as he is, analyzed into components.
4. It may be more valid for the seemingly contradictory reason that it (and resultant curricula) may be difficult to assess, and thus be less likely to be judged by existing but inappropriate evaluation tools.
5. It may create more innovative approaches, as persons turn to their own unique backgrounds and resources.
6. It may create more flexible programs. For instance, if it became obvious that the goals of a program were faulty, but persons had invested a great deal of energy articulating and refining their statements of intent, then they would be less likely to change direction than if they had put relatively little effort into creating or selecting goals.

Countering the strengths of the intuitive-progmatic approach are its assorted failings. One primary weakness is lack of organization. Baker (1973) cites Beals and Hoijer (1953) who refer to curriculum development activity as "rites of convocation" (p. 249). Gilchrist and Roberts

(1974) classify most current curriculum development efforts as "mechanistic" and say "At times it occurs to us that mechanistic is a poor adjective to describe what we have called the present status of educational development. Few machines so abortively fragmented could hope to function" (p. 3).

Most weaknesses of this approach will become clear as systems approaches are described later, however, a second fundamental flaw is important enough to be singled out for discussion. This second disadvantage of the intuitive-pragmatic design is the lack of documentation accompanying both it and the curricula which evolve from it. Documentation, in terms of: developmental processes employed, the need for and desirability of goals, the means of achieving goals, and assessment of results.

This limited documentation leads to a number of difficulties: a difficulty in validating achievements by replication (Baker, 1973); a difficulty in disseminating the program; and a difficulty in obtaining funding, Federal and otherwise (Smith and Murray, 1974).

In summary, it appears that approaches of this sort, while valuable for quickly creating new programs, or responding to immediate issues or stimulating the interest of a localized clientele, are inappropriate for the scope of change required to meet the challenge of Humanistic Education. Pragmatic-intuitive attempts are appropriate for the practicing teacher who must strive to meet emerging student needs. But if Thomas and Harmon (1972) are correct in their assumption that educational changes must be made at an institutional level, then we must go beyond an approach

characterized by "its discontinuity, its fragmentedness and its separate-ness of parts and functions" (Gilchrist and Roberts, 1974, p. 3).

### Management Systems

Smith and Murray (1974) in their "Survey of extant development and evaluation models used in regional development laboratories and research and development centers," in addition to saying that the task couldn't be adequately carried out "given the current state of the art in product development" (p. i) point to the use of management systems employed in education and industry as potential sources of curriculum development processes.

Examples of these systems, listings of strengths and weaknesses, and a summarization of their value for Humanistic Education curriculum development follow.

Why are management systems being looked at? For a number of reasons. One is that curriculum development involves both curriculum building steps per se as well as steps by which this process can be somehow monitored. Management systems, then, provide principles and procedures for: planning, organizing, motivating, controlling, communicating, evaluating, and budgeting resources. Another reason is that the curricula which result must be conceived in appreciation of necessary management practices.

A typical educational management plan would exist at various levels. Curriculum development is one of these levels. The following definitions relate to aspects of high level management, however they can be applied to curriculum development with only slight modification.



The first definition is of "system analysis" such as might be employed in organizing the operational structure of a curriculum production enterprise.

The objective is to apply both general systems theory and operations analysis to education, so that one may define a school system as a set of entities possessing specified properties and relationships. A system is analytic and it depicts abstractions from reality that constitute only a portion of the phenomenal world. It can be empirical in nature, because observed interactions may be viewed as a system. (Hartley, 1969, p. 40)

There are various types of systems analyses techniques. The literature seems to abound with such acronymal operations as PPBS, PERT, MbO, and WICHE. Two systems which are most applicable to curriculum building are PPBS (Planning, Programming, Budgeting System) and MbO (Management by Objectives).

PPBS is a wholistic, systematic approach to analyzing and operating educational institutions. It is frequently used to help facilitate innovation through the budgeting component. For instance, PPBS can be used to go from on-line to program budgeting. This is important because the budget-audit portions of educational institutions are often the most ignored and at the same time they are the most resistant elements to change.

MbO is sometimes used as the generic name for all management systems which emphasize pre-specified goals and objectives. Carrole (1973) submits that MbO deals with "the establishment and communication of organizational goals, the setting of individual objectives pursuant to the organizational goals, and the periodic and then final review of performance as it relates to objectives" (p. 3).

Management planning helps to increase efficiency: this involves insuring that necessary tasks are planned and implemented, that activities correspond to desired outcomes, and that data is constantly being fed back for modification of aims or means.

The following listing specifies in more detail how these operations occur. These attributes of an MbO system (Pascoe, 1973) also represent strengths of management systems and should be integrated into a system for building Humanistic Education curricula.

1. Unit aims (p. 41). Intents should be documented.
2. Unit objectives (p. 41). More specific, measurable objectives should be listed.
3. Unit improvement plan (p. 41). Plans should exist for translating objectives into action.
4. Long term planning (p. 41). Some accommodations should be made for looking beyond the immediate present.
5. Organizational review (p. 42). Hierarchies of tasks should be developed.
6. Management information system (p. 42). Feedback/communication mechanisms are needed.
7. Management control system (p. 42). A review of key activities should occur regularly.
8. Resources utilization (p. 42). Resources must be identified and allocated.
9. Unit effectiveness (p. 42). The progress and achievements of components need to be measured.
10. Accountable management (p. 42). Defined levels of achievement are used to provide standards.
11. Savings and cost reductions (p. 42). "by definition every improvement must reduce costs by increasing the efficiency of an operation or by eliminating certain work" (p. 42).
12. Improvement suggestions (p. 43). Problem solving strategies and creative approaches need to be solicited.

13. Manager's guide (p. 43). A set of procedural guidelines should be produced.
14. Managerial development including training (p. 43). Training and educational resources need to be made available.
15. Motivational factors (p. 43). Relevant psychological principals and practices should be employed.
16. How the manager spends his time (p. 44). The resource of time should be allocated and documented.
17. Control data (p. 44). Input data needs to be analyzed in terms of decision making utility.
18. Standards of performance (p. 44). Quantitative and qualitative standards can be used.
19. Job review (p. 44). Communication is an important part of the system to insure that all members are contributing.

The preceding attributes tell us what constitutes a management system; these can be considered strengths. A curriculum development process should strive to incorporate these. A curriculum development system also needs to avoid the potential weakness of Mb0. Again, in list form, with implications for Humanistic Education, are some "shortcomings and pitfalls of Mb0" (Koontz, 1973).

1. Goals are difficult to set (p. 8). This is particularly true in humanistic areas. Goals need to be meaningful and ultimately obtainable. The tendency to articulate vague, meaningless intents is common in Humanistic Education (Weinstein and Alschuler, 1973).
2. Tendency of goals to be short term (p. 8). Perhaps in Humanistic Education, the opposite would be true. Long range goals are set but short term measures are inappropriately used to judge accomplishment.



3. Danger in overemphasizing objectives (p. 8). This is a potential hazard for objective based Humanistic Education programs. The subject here is the student, and objectives would frequently be expected to emanate from him or her. Designing a system which teaches for or about a rigid set of objectives could at best be inefficient and at worst psychologically damaging.
4. "May not be an accurate measure of performance" (p. 8). Suitable measures for psychological education are rare. The student may perform adequately but is not so judged (even by him/herself) because of the unavailability or undesireability of existing measurement techniques. If evaluation measures are to be designed by the teacher or student, then provision for this has to be made by the availability of training procedures.
5. Learning the system is difficult (p. 9). This is another problem curriculum planning systems share with industrial planning systems. The skills involved in creating systematic traditional curricular designs are numerous, the nature of Humanistic Education multiplies the problem.
6. Failure to give goal setters guidelines (p. 9). Humanistic educators need processes to help them articulate meaningful goals. They also require approaches which would limit the content, nature, and scope of their endeavors. These approaches might take the form of screens or filters which would match the developer's intents with the capabilities of the curriculum design system.

7. Failure to insure a network of goals (p. 9). There are many sources of goals. Within Humanistic Education, questions might surface in regard to process vs. product goals, therapeutic vs. educative goals; goals emerging from books vs. goals emerging from the learners. . . . the list could go on. These varying types of goals should first be considered, then integrated if it is appropriate.
8. Failure to insist on verifiability (p. 10). Some form of documentation of accomplishment is desired. These achievements may be in quantitative terms (e.g., number of activities engaged in, names of references used) or in qualitative terms (e.g., student appreciates self, student knows self better).
9. Overinsistence on numbers (p. 10). Requiring instructors or students to excessively quantify observations can lead to a negative attitude toward both evaluation and the program. Within the program development process this might occur through an exaggerated concern with formative evaluation.
10. Use of inapplicable standards (p. 10). This is related to the use of inapplicable measures. Optimally, both the curriculum design system and the resultant curriculum would primarily use internal criteria (vs. norm-referenced standards). The problem of developing these should be addressed by the curriculum design approach.
11. Dangers of inflexibility (p. 11). Rigidly adhering to curriculum design steps inappropriate to the task at hand should be

avoided. Flexibility (again especially within the realm of humanistic Education) should be inherent in the system.

13. Failure of adequate review, counselling and control (p. 11). Management steps should be systematically integrated within operative steps.

A complete curriculum development process should include as many strengths of the systems approach to management as possible. This includes describing appropriate ends and prescribing efficient ways of getting there. At the same time data should be collected and fed back to guide the developer.

A complete design strategy should also avoid the shortcomings that these systems are typically criticized for. These include--an over-concern with "products," inflexibility, and an absence of adequate procedures to carry out desired steps.

All the above are important considerations for Humanistic Education curriculum building. In combination with other approaches, and by being flexible in using specified procedures, these management systems can help to make curriculum building more efficient and more effective.

### Curriculum Development Models

The next section describes some existing systems approaches to curriculum building. These systems typically reflect an instructional technology orientation. And while they are apt to reflect behaviorism rather

than humanistic psychology,<sup>3</sup> with modifications they appear to be useful to Humanistic Education. Application of these models is likely to yield curricular designs which would have enough critical acceptance to facilitate broad based institutional change.

A review of the literature on curriculum development revealed that the most frequently documented systems were of an instructional technology nature.<sup>4</sup> Although these systems weren't always specified in their completeness (i.e., through a listing of all stages and steps required), their major phases were. Five instructional technology systems will be outlined.

Rozik (1972) offers this process:

- a. specify desired outcomes
- b. specify ways each outcome can be realized
- c. specify conditions needed for the realization of each outcome
- d. specify the ways these conditions can be developed

Baker (1973) cites the Northwest Regional Laboratory's overall approach:

- a. concept stage
- b. feasibility stage
- c. operational planning stage
- d. development stage
- e. installation stage.

---

<sup>3</sup>The reader is referred to the work of Thorenson (1973a, 1973b) and Mahoney and Thoresen (1972) for an excellent discussion of the merger of these two psychological disciplines into a new field called Behavioral Humanism.

<sup>4</sup>"The defining element of technology is the production of replicable materials through relatively codified means." (Baker, 1973, p. 249)

Markle (1967) lists three stages:

- a. laboratory phase
- b. demonstration phase
- c. extension or utilization stage

Glaser (1966) sets forth this sequence:

- a. analyze the characteristics of the subject matter competence
- b. analyze the characteristics of the student
- c. help student go from pre-instructional state to a state of subject matter competence
- d. evaluate learning by student

Gagne and Briggs (1974) state "The general steps in the design of an instructional system may be listed as follows:

- 1. Analysis and identification of needs
- 2. Definition of goals and objectives
- 3. Identification of alternative ways to meet needs
- 4. Design of system components
- 5. Analyses of (a) resources required, (b) resources available, (c) constraints
- 6. Action to remove or modify constraints
- 7. Selection or development of instructional materials
- 8. Design of student assessment procedures
- 9. Field testing, formative evaluation and teacher training
- 10. Adjustments, revisions and further evaluation
- 11. Summative evaluation
- 12. Operational installation"

In addition to the above, other curriculum development systems were investigated. Some of these turned out to be too general (e.g., Tyler's Principles of Instruction (1950); Taba's Curriculum Development (1962)). Some were too focused on skills and cognitive learning (e.g., the systems outlined previously, Kemp's Instructional Design (1971)). Still others dealt only with aspects of the curriculum development process (Mager, 1962), Popham (1970), Popham and Husek (1969). The various taxonomies: Taxonomy of the Cognitive Domain (Bloom, 1956); Taxonomy of the Affective Domain (Krathwohl, Bloom and Masia, 1964) and Taxonomy of the psychomotor



Domain (Harrow, 1972) are similarly valuable for certain aspects of the curriculum development process but unsuitable to guide the entire effort. Two resources dealt specifically with Humanistic Education curriculum development: Toward Humanistic Education: A Curriculum of Affect (Weinstein and Fantini, 1970) and Curriculum Development: A Humanized Systems Approach (Gilchrist and Roberts, 1974). The investigator found both too non-prescriptive and non-comprehensive.

The above summarizes the weaknesses of the field of curriculum development as a whole, as it applies to Humanistic Education. The following section focuses on the weaknesses of documented systems approaches to curriculum development; as this field seemed the richest for potential mining. What are the major weaknesses of the systems approach? Instructional technology has been criticized on the basis of the methods it espouses. That is, there is insufficient empirical evidence to show the superiority of this approach over the intuitive-pragmatic approach discussed earlier. ". . . the field of educational development requires inquiry into the kinds of development procedures which are effective in particular contexts for various classes of organizations" (Baker, 1973, p. 277). Smith and Murray (1974) agree:

It appears that, at this time, these models can not be considered anything more than convenient conceptual mechanisms or, at most, value based (not empirically based) claims about what constitutes 'good' development and evaluation procedures. (pp. 7-8)

The basic procedures of instructional technology--goal articulation and objectives specification--have been criticized as being inappropriate to the non-cognitive domains.

Eva Baker (1973) discusses goals; "few developmental efforts actually specify desired affective consequences of the planned instruction beyond rather global and gratuitous statements of good intentions in the introduction" (p. 259). Weinstein and Alschuler (1973) similarly question the value of many Humanistic education goals, "it was evident that the goal statements of various affective/humanistic programs and curricula are, at best, too vague, poetic, fragmented, groundless and non-measurable" (p. 1).

The objective definition problem which has never been resolved within the cognitive area is highlighted as one enters the realm of Humanistic Education. "When it comes to operationalizing the affective domain there seems to be a definite lack of material dealing specifically with writing affective objectives" (Poggio, 1974, p. 1).

Yet another problem of instructional technology relates to how the actual learning experiences are to be designed. The models reviewed for this study were consistently weak in this area. For instance, Baker, in her comprehensive article on "The technology of instructional development" (1973) describes this process in sixteen pages, but less than two of these pages deal with the development of teaching/learning strategies. Gilchrist and Roberts (1974) describe steps that might be taken in various stages of curriculum development going from general goals to evaluation of programs. While these descriptions are not complete and not unified they at least offer them for all stages except the actual building of learning exercises; here they merely describe an operating Humanistic Education classroom.

Examining the instructional technology systems collectively these features which would be applicable to Humanistic Education Curricular development emerge:

- a. specify outcomes and plan the overall design
- b. develop teaching/learning elements
- c. apply the product
- d. incorporate evaluation into all operations

The last point (d) suggests another field of inquiry to be included within the Humanistic Education curriculum development process--evaluation. Selected evaluation methods and procedures must be made available to the developer.

### Evaluation Strategies

There is no single evaluation strategy which would be either appropriate for, or acceptable to, all the decision makers which influence any curriculum development effort. Different decision-making groups have differing needs for data. The type of information a person actively engaged in the building process needs, differs from that which his/her contractor would use. Similarly the information about a product needed by a prospective user of that product may vary from that desired by the general public, or a local community.

Therefore the developer must make a reasoned choice from among the many general varieties of evaluation approaches that are currently available, and subsequently select measurement instruments to use within the models selected.

Steele (1973) outlines seven different frameworks within which evaluation can occur, all of which have relevance for Humanistic Education



curriculum development. These are:

1. Frameworks that help make major decisions and guide overall program management, e.g., CIPP (Context Input Process Product) model. Differential Evaluation, O-A-R (objectives, activities, resources). (p. 57)
2. Frameworks for examining the impact and larger results of programs, e.g., impact evaluation, accountability, research models. (p. 5)
3. Frameworks that guide the organization and use of program components, e.g., PERT, Macro System Model, Countenance of Evaluation, Motivational Model. (p. 57)
4. Frameworks for viewing the program through the eyes of the participant (e.g., Transactional Evaluation, Motivational Model). (p. 58)
5. Frameworks that guide evaluative processes like Data Management Locally Directed Evaluation, Monitoring Evaluation. (p. 58)
6. Frameworks for examining the results of instruction (e.g., GFE (Goal Free Evaluation), Tylerian Models, Institutional Evaluation). (p. 58)
7. Frameworks that serve specific purposes (Discrepancy Evaluation, Developmental Evaluation, Priority Decision and Materials Evaluation). (p. 58)

While the preceding listing might help the developer select relevant methods, techniques for actually then collecting the data must be investigated.

A review of humanistic curriculum development literature; formative evaluation methods (Sanders and Cunningham, 1973, 1974); and textbooks concerned with observational techniques (Kerlinger, 1973; Cronbach, 1960) yielded a variety of strategies ranging from interviewing techniques to unobtrusive measures. A listing of forty four strategies of potential value to a curriculum developer are found in Appendix C of the attached methodology for curriculum building (Dissertation Appendix A).

In summary, the search for evaluative tools was valuable both for the measuring approaches and instruments it uncovered, as well as ideas for actual program building. Steele (1973) notes that this latter function may well be the most important function served by evaluation approaches.

Four sources of humanistic education curriculum design elements have been presented thus far. First, humanistic education curricula were examined. This examination yielded the intuitive pragmatic approach. Next, management systems were described and their limitations and benefits for humanistic education curriculum design systems were discussed. Instructional technology systems were presented next. Finally, the field of evaluation as it relates to curriculum building was described. There is one additional topic to consider before outlining the nature of an ideal Humanistic Education curriculum development device. That is the area of methodological development.

### Social Science Methodologies

A social science methodology is a "how-to-do-it" system for creating needed products and processes in the social sciences.

Methodologies gain power by being: (a) more flexible than fixed models (which often have a limited range of application), (b) primarily prescriptive rather than descriptive (providing procedures rather than principles), and (c) dynamic (provision is made for evaluation and revision contingent upon application).

Of the many methodologies available, four--developed at the University of Massachusetts School of Education's Research Center--were found applicable to the problem of developing Humanistic Education curricula. These four are Evaluation Methodology (Hutchinson, 1973), Decision Making Methodology (Heffernan, 1974), Needs Analysis Methodology (Coffing and Hutchinson, 1972), and Meta Methodology (Thomann, 1972).

The ingredients of any methodology are dependent upon its purpose. The purpose of Evaluation Methodology is to provide data for decision making (Benedict, 1973). This methodology is particularly valuable within Humanistic Education because it allows for the creation of evaluative measures directly connected to the unique objectives of any decision maker in relation to any educational enterprise. Thus one is allowed to measure the "fuzzy" outcomes of Humanistic Education programs without having to rely on existing but possibly irrelevant measures.

Further, the initial goal and objectives setting stages of this methodology designed to elicit meaningful yet measurable goals and objectives, parallel the similar processes a curriculum building methodology itself would have.

A second applicable methodology is Needs Analysis Methodology. Although this overlaps with Evaluation Methodology (much as the Delphi Technique, (Helmar, 1967) can be used to find a consensus on needs as well as goals), it can be the primary vehicle for determining, defining, and measuring (Coffing and Hutchinson, 1972) the existing level of need for a Humanistic Education Program.

The third appropriate methodology is Decision-Making Methodology. This one can serve as a model for what a Humanistic Education Curriculum

Building Methodology would resemble. This is because a curriculum development effort can in one sense be seen as a collection of decision making points. Decisions, based on the best available data, and choices, made from the best array of alternatives must constantly be made in both the management and operative stages of curriculum development.

The last methodology is Meta-methodology, a system for building systems. Two of the three previously cited methodologies resulted from an application of "Meta." This system has been described by Coffing (1973).

Methodological development logically begins with the statement of a definable purpose and continues with the testing of that purpose by certain criteria. . . . When the tests have been met, development passes to succeeding stages. . . . They are (A) the identification of implications which the purpose has for methodological development and the analysis of those implications in terms of attributes which the methodology should have, (B) the arrangement or sequencing of those attributes into a rational order of elements, and (C) the design of a systematic, operational, standardized set of rules and procedures for accomplishing the purpose. Within these several stages are formulated the basic concepts, rationale and procedures of the methodology.

A listing of the major stages suggests its nature (Thomann, 1972)

1. Put methodologist in contact with the problem
2. State the purpose by analyzing the area and determine a purpose that will solve the problem
3. Test the purpose for desirability, operationalizability, practicability, and insufficiency of existing methodologies
4. Analyze the implications of the purpose
5. Operationalize the purpose
6. Design procedures
7. Test and revise the purpose and/or procedures if necessary

The second stage--that of specifying the purpose--is particularly noteworthy. To repeat, the attributes of a system are dependent on the purpose. The more specific and precise the purpose, the more detailed and prescriptive can be the resultant methodology. Thus a system geared



to Humanistic Education would be more valuable than would one aimed more broadly at "curriculum development."<sup>5</sup>

Both strengths and weaknesses exist within methodologies, as within the other areas previously described. The primary weakness of methodologies is their novelty. Until methodologies are accepted and used in educational development, their impact will be limited. Dissemination of products based on methodological development will be difficult. And without the power of diffusion, superior products will be ignored in favor of those issuing from the use of what have been characterized as insufficient developmental models (Smith and Murray, 1974).

A second weakness of methodologies is the form in which they are typically produced. The form is basically an outline of steps, substeps ad infinitum. This complexity causes problems to even experienced methodologists. In addition to the complexity of methodologies, some potential consumers are put off by what appears to be an over-emphasis on structure.

The advantages of methodologies have been suggested earlier. a few of the more patent strengths are: the internal comprehensiveness of methodologies, the flexibility of methodologies, the documentation of

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<sup>5</sup>Differing ideas of what Humanistic Education is would of course produce different curricula. To meet this problem, the investigator choose to examine various subgroups within Humanistic Education, look at the purposes that they aimed toward, and finally select the most clearly defined element within this group to build the methodology around.

steps (for validating purposes) and the wide range of topics which can be dealt with through this approach.<sup>6</sup>

### Summary

Methodologies appear to be appropriate vehicles for building curricula (as well as curriculum design systems). Methodologies would serve to help in developing a system for building Humanistic curricula by providing an attitude or way of thinking. Secondly, processes can be culled from existing methodologies. Thirdly, Meta-methodology can be used to help create a process for building curricula in Humanistic Education. In fact, meta-methodology was applied in part to create a curriculum development system for humanistic-psychological education which is a subset of Humanistic Education. This more limited area was selected so that the purpose could be more precisely defined, thus the elements of the system could be more specific.

The nature of the desired product is described below in terms of its attributes and qualities. The product which was actually developed and employs, or has been designed to employ, these attributes is found as Appendix A. Further a curriculum which resulted from this product is found in Appendix B.

### Desired qualities of the methodology

Overall it would provide:

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<sup>6</sup>Methodologies exist for investigating client demand, needs-analysis, evaluation, decision-making, generating methodologies, dissemination, among others.

An effective and efficient means of producing humanistic-psychological education curricula.

The salient features of this overarching mission are that it would provide:

- a. a system which can be evaluated (documented, implemented, tested, compared)
- b. a system which accounts for the useful but sometimes illogical, irrational, developmental activities which are a part of curriculum development
- c. A system which is usable. One that is clear, specific, simple, and complete

The implications of these purposes, in turn, are that the system:

- a) is evaluation based--but evaluation isn't limited to one approach--alternatives are offered
- b) allocates the amount of effort required in working in particular stages of the process
- c) prescribes and describes both management and operative procedures
- d) is sequenced
- e) leads one along by small increments
- f) is written in an informal but directive style
- g) is limited in scope (and has this limitation specified)
- h) allows for the consideration of implicit purposes for development.
- i) is directed to Humanistic psychological educators who may have various purposes for developing curriculum
- j) is directed to persons attracted to the Humanistic-psychological education field because of a desire to develop and disseminate product rather than do research in the traditional "hypotheses testing," "conclusion arrived" fashion.
- k) The curriculum products which would result from this would be:
  - 1. testable
  - 2. reproducible

3. documented
4. systematic--yet flexible
5. focussed
6. self-evaluating
7. within the purview of Humanistic-psychological education
8. have a comprehensive users guide to accompany it
9. resource oriented (i.e., resource limitations would be taken into consideration)
10. have stated goals and objectives

As was stated earlier education consists of goals and means. This section attempted to document the need for new means of dealing with Humanistic ends. This was done by describing potential sources of ideas and practices, and then discussing them in terms of their strengths and weaknesses. The next three chapters provide the reader with elements of the methodology which was built and pieces of the curriculum which resulted from an actual application of those elements.

#### Overview of Chapters II, III and IV

At this point the reader has been exposed to a problem area, has seen the results of a search for solution, or elements of a solution to this problem area, and has been provided with a general description of what the solution product should resemble. This product is Appendix A, "How to build humanistic psychological education curricula: A methodology." The reader is now referred to this Appendix, and Appendix B, entitled "Who am I?: Another answer" the curriculum which resulted from an application of the methodology. The remaining chapters will not be as clear as they might be if you have not read the curriculum building methodology and at least previewed the resultant curriculum.

These two products represent physical evidence of the methodological investigation which is being reported on within this document. However,



merely providing these products is insufficient to explain the process of what happened before, during and after implementation of the methodology. Therefore, the next three chapters include major elements of the methodology with pieces of the curriculum which resulted from those processes.

These chapters are arranged by phases of the methodology. The major phases are:

OPERATIVE STAGE I: INTRODUCTION  
 OPERATIVE STAGE II: SCREENING  
 MANAGEMENT POINT A

(These first three phases are presented in this chapter, Chapter II under the title, "Determining Focus of the Curriculum")

OPERATIVE STAGE III: DESIGNING AIMS  
 MANAGEMENT POINT B  
 OPERATIVE STAGE IV: PROTOTYPE DEVELOPMENT

(These three phases, including the lengthy Stage IV prototype development stage, with attendant curricular products make up Chapter IV--"Building the teaching-learning strategies")

MANAGEMENT POINT C  
 OPERATIVE STAGE V: APPLICATION

(These last two phases combined with curriculum products form the rather short Chapter IV, "Testing and re-designing the curriculum.")

The contents of these component sections are in turn arranged by sub-heading. While the same arrangement won't be found in all sections, these subheadings will be used to differentiate the explanatory units:

Methodology Here the methodological narrative will be presented along with its title when appropriate.

Background For most stages and steps background information about how and why a step came into existence is offered.

Example Samples from the curricular product, or a description of

decisions arrived at via application of the methodology are provided under this subheading.

Comments In some cases it is difficult to provide explicit examples of what was produced or what did occur, therefore a comments section has been provided. Please note that these are comments on the actual application of the methodology. Comments on problems encountered, or suggestions for improvement are found in Chapter IV which deals with these issues and suggests implications for future development.

In summary, the next three chapters describe the methodology, and the results of applying the methodology. In those instances where the reader is unsure of the meaning of either the methodology or the curriculum, he or she is referred to the Appendices for clarification.

## C H A P T E R   I I

## APPLICATION: DETERMINING THE FOCUS OF THE CURRICULUM

This chapter describes the user's response to the first four phases of the curriculum building methodology. Through OPERATIVE STAGE I he is introduced to the methodology in terms of its unique assets and limitations. He matches his purposes against the methodology's capabilities in OPERATIVE STAGE II. The third major set of tasks includes planning and controlling procedures. These were found in MANAGEMENT POINT A. The last methodological unit which is described in this chapter is that in which he designs and selects the major goals for his curriculum development project: OPERATIVE STAGE III.

Please note that because OPERATIVE STAGE I required critical reflection, rather than the creation of curricular products, its format deviates markedly from that used to describe the subsequent development phases. Also notice that whenever the methodology is directly quoted it will be single spaced and set off from the surrounding material.

## OPERATIVE STAGE I: INTRODUCTION

As an introduction to the curriculum building process, the user is provided with an analogy. Here the user is asked to consider the processes he or she would employ to build a self-improvement plan for his or her own use. Then the user is shown the similarity between this process and building learning programs, or curricula, for others. In addition to describing what the methodology is intended to accomplish some qualifications are offered.

### Methodology

The writing is directed toward an individual working alone, who is actively building a curriculum as he or she progresses.

### Comments

The "Who am I?: Another answer" curriculum was developed in the suggested mode. Consultants, critics, and reviewers were brought in at appropriate points but the work was fundamentally an individual project. The disadvantages of this approach are discussed in Chapter IV. Briefly summarized, the curriculum building process--in its entirety--is time consuming and requiring of a wide variety of skills and attitudes. Group efforts of some sort are recommended.

### Methodology

This system is not complete. Methodologies by their nature are incomplete as they are always being modified as realities change from application to application.

### Comments

Because of the embryonic nature of the fields of humanistic psychological education and systematic curriculum development, and because of the nature of the subject matter of humanistic-psychological education (the self), steps in the methodology were not wholly prescriptive. The purposive flexibility in the methodology left many decisions up to the users own judgment and creativity. As the two fields (humanistic-psychological education and curriculum development) mature; as terms

become clarified and commonly understood, we can expect the degree of methodological precision to increase.

### Methodology

It is written for persons with varying expertise in both curriculum development and humanistic-psychological education.

### Comments

The methodology described how the system could be adapted to users with varying degrees of skills. It noted that for experts the outline of steps could be used as a "test of completeness" or comparison for alternative approaches. Newcomers to both fields could read all steps and consult the references listed. In building "Who am I?: Another answer," the developer used both tactics.

In addition to the introductory analogy and the points to be noted prior to using the methodology, there is a procedure which directly involves the reader. This process, "The operationalization of fuzzy concepts (Hutchinson, 1970) is designed to elicit attributes of an ideal humanistic-psychological education curriculum."<sup>7</sup> The results of that effort follow.

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<sup>7</sup>This exercise was also completed by an "expert" in humanistic-psychological education. The results of that process were integrated into the curriculum building design and will be discussed later.



## Example

it is being used  
 there are humans involved  
 people are smiling  
 no costs - money aggravation  
 commitment  
 varying modes in use  
 structure exists  
 flexible, over

-population  
 -time  
 -types of materials

people are expending energy/effort  
 new areas are being opened up  
 "Selves" are contacted and involved  
 materials and procedures are non-reactive  
 totally involving for specific purpose  
 sequenced and arranged in psychological order and logical order  
 feedback loops exist  
 reassurance is inherent  
 positive feedback for all experiences exist  
 goal-production-orientation exists if desired  
 product results from completion of materials  
 limited - extensive

Material generated by this step was used in the introduction to the curriculum.

## MANAGEMENT POINT A

### Methodology

This is the first of the Management Points in which non-operative or control procedures are suggested. You are invited to read over this material and complete the activities which are right for you.

Management includes many functions: planning, organizing, motivating, controlling, communicating, evaluation, and budgeting resources are some of them. These various functions are addressed by the three management points interspersed throughout the methodology. They are included because curriculum development, like most enterprises, involves not only doing but reflecting on what is done. (All the time accounting for extra operational contingencies which must be dealt with as they arise.)

## Background

Management points evolved from a study of instructional design systems which included non-operative activities. Further support for these came from a paper by Smith and Murray (1974) which noted that current instructional design systems are inadequate and that management systems should be researched as potential sources of processes.

## Methodology

MANAGEMENT POINT A, STEP ONE: Familiarizing yourself with the methodology.

You have already had some taste of what the methodology is about as a result of reading a brief introduction and a few screening steps. To insure that the system best meets your needs, you are now directed to become more familiar with the methodology.

## Background

This step was included to provide for a wholistic understanding of the methodology by the curriculum developer. It also was designed to insure that the methodology would meet the needs of the developer.

## Example

Even though the curriculum builder was also the methodology developer this step was taken. The developer decided to continue.

## Methodology

MANAGEMENT POINT A, STEP TWO: Identifying an appropriate decision maker.

Consider under whose aegis this curriculum will be constructed. Who

is the primary decision maker having the final say about the process to be used or the product which evolves? One possible way of identifying this decision maker or group of decision makers is to consider who controls the resources. If you as the developer are that person, this methodology is designed specifically for you. If, however, it is your role to translate the ideas and ideals of another party into curricular materials, then you might also proceed but with caution.

### Background

This step was included because the designer of this approach to curriculum development had been exposed to evaluation methodology (Hutchinson, 1973). Here one must consider for whom the data is to be collected, as different clients or decision makers will have different needs. It should be remembered that the methodology is "evaluation based."

### Example

In the example situation the developer was also the primary decision maker. Thus checking with outside sources was done to help clarify and improve the product rather than to directly provide for these persons needs for curricula. The decision makers identified were, in priority order:

1. Philip Brooks (developer)
2. The doctoral committee of Philip Brooks
3. Larry G. Benedict (a methodologist)
4. Potential clients
5. Martha Crampton (content area specialist)

These persons were not all directly approached, in some cases their needs were inferred from their writings and actions.

### Methodology

#### MANAGEMENT POINT A, STEP THREE: Identifying resources

All projects, educational and otherwise, are undertaken within various constraints. It is important to acknowledge these bounds and, conversely, to be aware of all available resources.

Some resource dimensions which you should consider are:

Time: How much is available from you and others?

Money: How much funding is available to you or are you able to forego, by using time for non-income generating work.

Developmental personnel: How many persons are available? How expert are they in the various specialty areas?

Support services: Xeroxing, secretarial help and work space are all requirements. Do you have an adequate supply of these?

Test population: Is there a suitable group of subjects available for evaluation?

All areas of potential resources should be investigated. Try to identify minimal but obtainable levels of support in the above categories. Because money is such a central resource, selected proposal writing references are provided in this section.

### Background

This step is also taken from similar, existing, methodologies.

Resources are always limited, and while they can usually be expanded for any particular step or stage, it is not without repercussions that this is done.

### Example

The resources identified for the building of the example curriculum were designated as

Philip Brooks' time	A class
Larry Benedict's time	Individual study
Carol Walb's time	SAREO resources
School of Education	University resources
Tom Hutchinson's time	workshops
Ted Slovin's time	Psychosynthesis centers
Janet Bailey's time	Parents
grant proposals	
contacts of Gerry Weinstein	

Not all of these were used. Some additional resources were added later, per subsequent Management Points.

### Methodology

MANAGEMENT POINT A, STEP FOUR: Planning for the next set of operative steps.

This step builds on the previous one. You are now asked to concretize your resource allocation estimates for Operative Stage Three. Do this by reading the listing on the next page then turning to Appendix A and entering proposed deadlines in the appropriate places.

### Background

Planning is also inherent in methodological development. Plans are made more concrete by allocating resources over steps.

### Example

Proposed deadlines for building "Who am I?: Another answer" were entered on format sheets like those found in Appendix A of the methodology.



## Methodology

MANAGEMENT POINT A, STEP FIVE: Selecting or generating evaluation measures.

What is evaluation? There is no one answer agreed upon by either theoreticians and practitioners in education today. In its most basic form the answer seems to be either (a) a process which provides data for decision making (Cronbach, 1963; Hutchinson, 1973; Stufflebeam, 1971) or (b) a process which ascribes a value to an educative product or process (Scriven, 1971; Worthen and Sanders, 1973).

## Background

The methodology is strongly oriented toward evaluation. To that end a listing of 44 different data collection strategies; as well as a fairly comprehensive bibliography of sources dealing with more general evaluation methods are provided with the methodology. These can be used for planning, process evaluation, and evaluation of curricular results.

The impetus for inclusion of a comprehensive evaluation component stems from the review of instructional technology design systems (Baker, 1973; Gagne and Briggs, 1974) as well as, from management systems which emphasize objectivity and feedback (Pascoe, 1973; Hartley, 1968).

The nature of the separate evaluation tasks which are employed in the methodology vary according to the function they are designed to serve. Formative (process) evaluation procedures are relatively objective and straightforward (e.g., activity A was completed, materials X, Y, and Z were gathered). Summative evaluation procedures which measure the impact of humanistic-psychological curricula tend to elicit more subjective data. Some of the latter measures enter into the realm of

phenomenology. More will be said about this in the section dealing with evaluation of the curriculum as a whole.

### Example

Formative evaluation to guide product development, was allowed for by completing process control sheets for the methodology. Other evaluation strategies are discussed in a later section dealing with Management Point B, Step 1.

## OPERATIVE STAGE II: SCREENING YOUR INTENTIONS

### Methodology

Step one encourages you to screen your intentions (content-wise) against those for which this system is designed to help accomplish. The second step allows you to see if your intentions are either too broad or too limited in scope for the purposes of this methodology. And finally, step three asks that you consider implicit purposes for your developmental effort.

Over and above the variables which are dealt with by these steps stands the single most important determinant of success--your interest. Little, it seems, could replace this key to both your use of the system and the quality of the eventual product.

### Background

Methodologies are dependent upon their purposes. It is important for the intents of the user to coincide with the purpose of the methodology. To insure this match, a set of screening steps are provided in the system. An explanation of each of the three component steps of this stage and examples of their implementation follow.

## Methodology

### OPERATIVE STEP ONE: Matching Purposes

Match your conception of humanistic-psychological education with that employed within this methodology

What constitutes humanistic education? There are two basic answers to this question. The first states that it is a matter of means, of how the subject matter (be that what it may) is derived and passed on to the learner. Contrasted with this "means-oriented approach" is that camp in which humanistic education is defined by the goals chosen to be realized. (Of course, these two streams oftentimes merge in both theory and practice.)

This document supports the goal-oriented approach and concentrates on what might be a subset of Humanistic Education in general--humanistic-psychological education.

This term refers to:

Educational programs which have as their primary aim the direct facilitation of the learner's psychological growth (Weinstein, 1974)

A system will have unique characteristics that are dependent on its purpose. The characteristics or attributes of this system of curriculum development are closely related to the definition of humanistic-psychological education just presented. Again, if your idea of this field differs sharply from the above definition, perhaps this would be an inappropriate system to use.

## Background

There currently exists no single, agreed upon definition of Humanistic Education, although attempts have been made to move in this direction. Rather than selecting one among the many definitions, or creating yet another definition for the field in its entirety, a subpopulation of intents was selected by the creator of the methodology. This limitation serves two purposes. First it guards against misuse of the methodology,

secondly it encourages the production of curricula which are identifiable as a separate class. This latter aspect is an aid to potential consumers.

### Example

The overall intent of the curriculum was to directly facilitate spiritual growth. This aim was in congruence with the methodology. The developer proceeded.

### Methodology

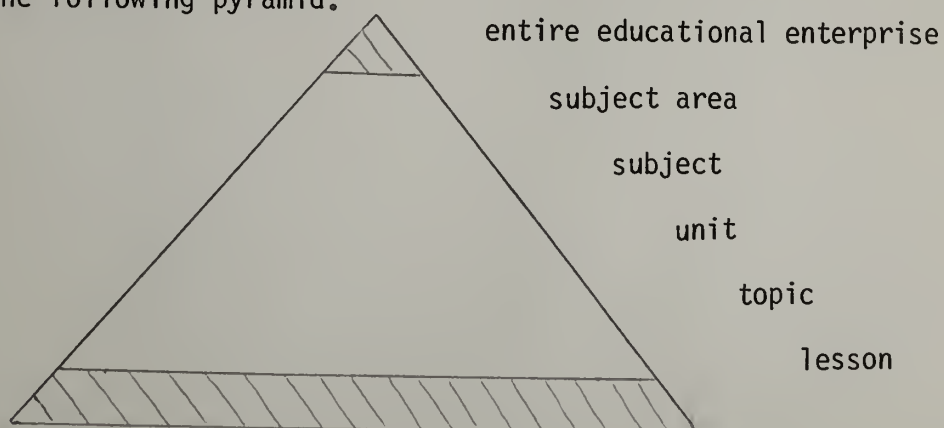
OPERATIVE STEP TWO: Considering the scope of your venture

Match the "size" of your intended endeavor against that for which this methodology was designed

As a result of this step, you should decide whether your anticipated efforts are either too broad or too small to make best use of this methodology.

This system has been designed for a medium scope endeavor. For instance, if your purposes are to design a curriculum which encompasses all learning programs within a school district or, at the other end of the scale, if you wish merely to plan a single lesson, then it would most likely be inappropriate for you to continue (although parts of the system may be applicable to both of these sets of concerns).

Tyler (1950) suggests that curricula can go by many names and exist at varying levels of generality. A graphic translation of his ideas yields the following pyramid.



This methodology is inappropriate for designing programs for either the top or the bottom of the pyramid. For convenience sake, we shall refer to all middle zones as curricula and define curriculum as an organized set of both intended and unintended learning opportunities and outcomes (combining the notions of Johnson, 1970; Quilling, 1974; and Weinstein, 1974).

Please note two salient features of this definition:

1. "organized"--the elements (processes and/or content) of the program are arranged in a systematic fashion.
2. "Opportunities and outcomes"--the curricular elements are an integration of both opportunity (input) and outcome (output) variables.

Curriculum building might connote "designing classroom experiences" to persons close to the teaching situation. Curriculum building might justifiably mean designing school-wide programs to those with a more administrative outlook. A methodology for curriculum building should be able to incorporate both viewpoints, within reasonable limits. The limits of this system have been presented previously. These are not inflexible, much as this design system is not entirely "fixed." If this material can in any way meet your needs, please continue.

## Background

There are two general types of efficiency to be considered during application of a methodology. These can be loosely termed internal and external efficiency. Internally the methodology should allow no gaps for the accomplishment of one's purpose, nor should irrelevant material be included, material that does not lead the user toward achievement of his or her aims. Externally, the methodology should be best suited to the nature and scope of the persons endeavor. The screening steps are provided to maximize "extra-methodological" efficiency.

For instance, if a person merely wished to create learning activities for pre-specified activities, then he or she would probably be wasting time in following the methodology in its completeness. Even



following that section on creating teaching/learning activities would be inappropriate because sources dealing with this subject, and this subject alone, would be best. Likewise, if a person were heading a national curriculum development program, that person would look for systems dealing with such a wide scope of intents.

### Example

The developer wished to create a learning package focussed on a topic area which would require about fifteen one-hour work sessions to complete. He felt that this placed the curriculum in the "subject" category and continued.

### Methodology

OPERATIVE STEP THREE: Thinking about why you want to develop a curriculum.

Consider some implicit purposes  
for your developmental efforts  
that you might not ordinarily  
think about

In addition to a curriculum varying according to its focus (Step One), its scope (Step Two), and resources available (upcoming Management Point A, Step Two), a curriculum is also contingent on the implicit reasons for its development.

#### Five Underlying Purposes for Curriculum Development

- A. to teach skills or expand awareness but not to determine the effects of learning experiences.

In this case the developer has made a judgment that what he or she wishes to produce is valuable. He or she is not concerned with determining the specific effects of the work, nor the value of those effects. One merely wishes to translate goals and objectives into learning outcomes. With slight modifications of the methodology

(primarily by skipping evaluation and documentation phases) this purpose can be accomplished via the handbook.

- B. To teach skills or expand awareness and to determine the effects of these efforts.

In this case, the person might be motivated by purpose A but also might want to find out more precisely what happened as a result of the "treatment." This methodology is primarily aimed at such intents.

- C. To obtain or maintain funding or exposure via publication.

This category might include the purposes held by professional curriculum developers with no intrinsic interest in the subject area, but who wish to develop curricula for clients.

- D. To systematize or document an existing curriculum.

Again, with modification, the methodology can meet this purpose (focus on the format sheets in Appendix B). This situation would occur in humanistic-psychological education when persons skilled in generating or transmitting psychological goals are not oriented toward documenting their efforts.

- E. To prove the effectiveness of learning experiences.

Here one's purposes might be to compare Treatment A with Treatment B. Some hypothesis testing might be involved. Research employing comparative experimental design, or knowledge generation research, is more a propos to these interests. This methodology is not intended for this aspect of curriculum development.

The rationale for this step is that no one system can be all things to all persons. The main intent of this system is to help you produce a curriculum. While some testing is of course involved, proving the effectiveness of the end result is not a focus.

## Background

A listing of potential reasons for development are included in the methodology. These can serve as guides to modifying the methodology to best meet the needs of the client. Further they can screen out certain purposes as beyond the purview of the methodology. While this step is generally not encountered in treatises on curriculum development, the investigator intuitively considered it important.

The purposes were elicited through a modified version of the Operationalization of Fuzzy Concepts procedure (Hutchinson, 1970).

### Example

The focus of the curriculum found in Appendix B--"Who am I?: Another answer" is found in purpose B. To teach skills or expand awareness and to determine the effects of these efforts.

## OPERATIVE STAGE III: DESIGNING AIMS

### Methodology

This includes steps 4-8 and deals with stating the overall purposes of your intended program; providing justification for such purposes; describing the intended client population for your effort; and finally, selecting those purposes to be translated into learning opportunities and outcomes.

### Background

A concern with goals is found in the five sources which were employed to build the methodology. These five, again, were--Humanistic Education curricula, management systems, curriculum building models, evaluation strategies, and social science methodologies.

Systematic management plans, by their generic name, "Management by Objectives" or MbO suggest a strong concern with the aims of an enterprise.

The corporate purpose of the unit and the principle activities/projects/facets in which the unit must do well in order to succeed are examined, defined and published, so that everyone will know the aims within which he should be working, thus, giving a purpose and substance to his own thinking and planning. (Pascoe, 1973, p. 40)

Precisely stated goals are indispensable to curriculum development systems of an instructional technology nature. Again, the generic name of a subset of these systems-Objective Based Curricula, emphasize the importance of aims. Humanistically oriented curriculum theorists also cite the importance of goals. From Curriculum Development: A Humanized Systems Approach.

Goals must be understood and agreed upon by the total membership of the educational community. They must remain clearly in view where all members can be constantly and consistently reminded of the direction. They must be there to return to, to guide, and to study for reference and even for motivation. (Gilchrist and Roberts, 1974, p. 30)

After surveying the field of educational evaluation in the seventies, Benedict (1973) made this statement about aims. "In fact, in reviewing the literature, it seems that no current evaluation methodologist leaves the topic of goals out of his schema entirely. It is a topic of central importance in evaluation methodology today" (p. 17).

Finally, in methodological development emphasis is also placed on goals. All components of a methodology are dependent on the purposes of that methodology (Coffing, 1973). Effectiveness of a methodology, or the product of a methodology is measured by the degree to which the purpose is achieved (Hutchinson, 1975).

### Methodology

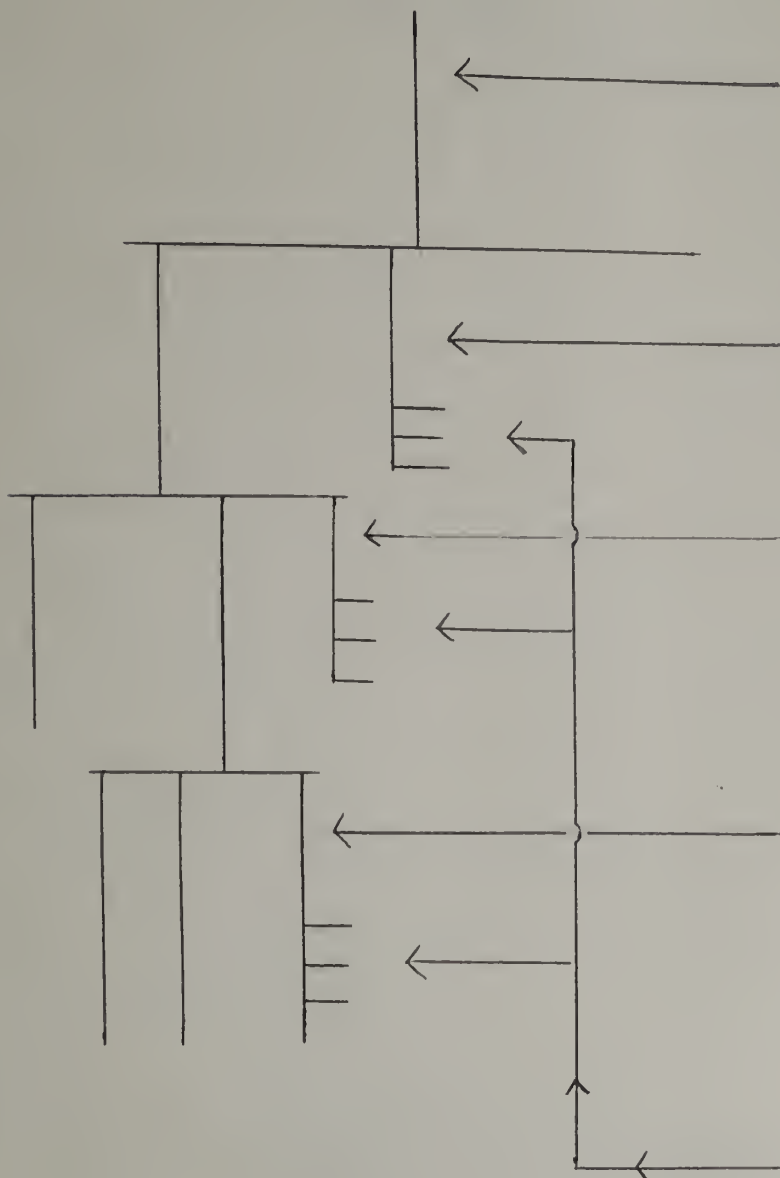
#### OPERATIVE STEP FOUR: Stating Mission and Goals

Describe the general intent of your efforts (Mission) and the Goals which comprise that intent
---

It is assumed that a curriculum developer is concerned with a hierarchy of intents ranging from specific activities to be performed by the teacher or student, to overall aims of the program. Further, a

curriculum is most effective when all these varying levels are inter-related and in harmony with the primary intent (or, as it is called here, Mission).

The diagram below presents some terminology which is used to label various levels of generality. These terms are provided in the interest of maintaining consistency and clarity throughout the document.



**Mission Statement:** An overview, a most generalized answer to the question "What do I wish to accomplish?"

**Goals:** The next level of intent. These should flow from the Mission Statement and provide a structure for the objectives.

**Objectives:** These are subordinate to the goals and represent the component parts of the goals.

**Subobjectives:** These may or may not appear in every effort, depending on the specificity of prior levels.

**Activities:** The lowest rung on the continuum of aims. These specify what actually will occur. These are the means by which objectives and sub-objectives are accomplished.



## Background

Support for the inclusion of a comprehensive goals process was covered in the introduction to this Stage. Briefly restated, intents are important: they help focus activities, they can help guide growth, they can be motivational, in sum they can increase both efficiency and effectiveness.

Because intents exist at varying levels of generality, both mission statements and goal statements are called for within the methodology. Two examples of each type of purpose statement follow. The first of each set of statements represents an initial effort which was used to guide planning and/or evaluation, the second is the final product which was built into the curriculum package.

## Example

### An initial mission statement

I want the "students" to have a conceptual knowledge of the field of "Self" by being exposed to viewpoints which posit the existence of a center of consciousness within each of us.

I want to provide exercises which may make possible the experiencing of this center. The goal being, of course, to have each student experience "It."

I want the experience of the students to be carefully documented and evaluated by they, themselves.

I want to provide a source of references grouped categorically, which deal with "higher" aspects of self discovery/uncovery.

I want the students to be interested in this work.

I want the students to complete the work they begin.

I want to provide myself with sufficient, manageable, yet meaningful data so I can make (a) valid statement (b) about what happened.

## Example

### The final statement of mission

#### The Mission

The primary intent of this curriculum is to provide for the harmonious functioning of all aspects of a person. Thus, it is yet another venture into the land of self-development. It has, in concorde with similar programs, such high ideals as: helping a person feel better, be more relaxed, be more energetic, more positive, etc. There are, of course, many existing systems and techniques targeted toward these ends. This particular one uses the primary means of helping a person expand one's awareness through one's own conscious efforts. More specifically, the exercises are designed to help a person experience his or her self in a new way. This experience serves as the keystone for the development and integration of one's personal self, as well as a stepping stone for the realization and integration of one's higher or deeper qualities.

From Roberto Assagioli, "It (the eventual aim of this package) is a state of consciousness characterized by joy, serenity, inner security, a sense of calm power, clear understanding, and radiant love."

## Example

### An initial set of goals used for planning and evaluation

1. Person experiences his or her self as a center of pure consciousness and identifies with this center.
2. Person more completely understands the meaning of the experience as pure consciousness and its relationship to a map of consciousness.
3. Person disidentifies from or makes initial step toward disidentification (or even sees possibility of disidentification) from present unwanted identification (also understands possibility of unconscious identification).
4. Person experiences and understands the willful nature of this center.
5. Person (a) realizes control they have over attention and awareness (b) understand the role of awareness in regard to their overall functioning.

6. (a) Person reinforces identity as center of consciousness (b) Person utilizes center to control, develop, harmonize aspects.
7. Person applies knowledge of experience of center to their existential "role" situations.
8. Person sees possibilities for future growth using concepts and tools provided.
9. Person is aware of references in regard to related subjects.
10. Person understands purpose and value of each experience and set of experiences.
11. Person is aware of some precautions regarding work in this area.

As with the mission statements, many sets of goals were defined, modified, and combined during development. More than one set of goals was used in the final product. The above goals were used for evaluation; the following set for description within the introduction to the curriculum.

### Example

#### The Goals

The way this system attempts to accomplish the mission is by providing specific exercises to help a person become aware of, then progressively make use of, their center. This task can be separated into five goals.

1. To help persons become aware of the ways they experience themselves, and the consequences thereof.
2. To enable a person to have the experience of oneself as a center of pure consciousness.
3. To have a person conceptually understand the value of this experience.
4. To provide aids to assist the person in reconstruing their reality based on this understanding.
5. To provide resources, reinforcement, and precautions, in regard to the further development of oneself as this center.

## Methodology

### OPERATIVE STEP FIVE: Documenting Support for Goals

Justify your aims over these four areas:

1. Established or perceived needs.
2. Psychological theory and related empirical evidence.
3. "Public" philosophy which underlies aims.
4. Your "personal" philosophy (and associated needs, values, beliefs).

The material within this step describes issues related to each of the above four concerns. You are advised not to spend too much time on this step. You should not try to "prove" the superiority of your viewpoint within any of the above areas. "Proving" the validity of any psychological system is extremely difficult given the various levels of reality any one system focuses on.

This step is included for three primary reasons. The first is, to help clarify the eventual product. One way of making one's purposes clear is by breaking down those aims into their components. Another way is to provide the context within which those purposes are enmeshed. The completion of this step should help you complete the latter task.

To provide documentation is a second function of this procedure. It is helpful to justify and document one's intents (a) to satisfy an outside agency, (b) to gain academic acceptance, or (c) to increase the general credibility of its product.

The third attribute of this step is to provide a basis for modification of Mission and Goals. This step, when diligently pursued, can supply input which might alter your aims. If you can develop no support for your envisioned product within any of the four areas, you might question the validity of your intentions.

## Background

On what basis does a person select one learning package over another? Cost is a factor, convenience another, political exigency can be considered a third. But if we assume all these to be equal or



somehow neutralized and use only the merits of the package as decisional input, what does a consumer look for?

If the program has been previously used one could look for evaluative data in the form of personal testimony, descriptive statistics, summaries, reports from earlier users, or a host of other mechanisms. However if the program lacks such evaluative documentation the potential user must look to other sources.

In addition to direct observation of the curriculum--in action, or on a shelf--one could look for information which supports the content of the curriculum. Information can be combined in a number of categories; the categories in the curriculum building methodology for humanistic-psychological education listed earlier are--established or perceived needs, evidence from psychological theory and research, public philosophy.

The developer of "Who am I?: Another answer" took advantage of the flexibility of the methodology to eliminate a separate needs category by incorporating needs data into other categories: He also added the areas of Education, Religion and Global Society to his documentation.

### Examples

#### A. In education

The aims of education vary within and between: generations, cultures and subcultures. Within the twentieth century alone we have seen numerous shifts on numerous dimensions. One of these dimensions is Humanistic Education.

The goals of this trend have been differentially described by proponents within the field (Patterson, 1973; Alschuler, 1972). Contained



within these varying goals is the commonality of "wholeness." The unity of the learning situation, with its numerous interactions is noted. Similarly the learner is seen as a whole. The purpose of psychological education or Humanistic Education is to bring this person in the direction of full functioning as a total entity (Patterson, 1972).

Analyzed for educative purposes, we can see the person as intellect, affect, sensation, movement and, spirit (Foshay, 1974; Lecky in Tyler, 1950). Foshay notes in his 1974 paper that the spiritual aspect of people is the least attended to by the present educational structure. This curriculum seeks to contribute to changing that state of affairs.

#### B. In psychology

Electronic feedback devices have enabled us to see some of the effects of conscious control of our internal world. By concentration, imagination, redirection of awareness and other meditative techniques one can alter one's internal processes. That this quieting was possible was not questioned by meditation practitioners, the research merely confirmed experiences. A more cogent issue to the practicing psychologists--is how is this experience to be utilized to help persons function better?

One psychologist, Roberto Assagioli, has drawn from many disciplines; psychological, spiritual, philosophical as well as from his own training in Freudian psychoanalysis to produce a system of growth utilizing the concept of "self" as a center of pure consciousness. This "self" is related or equivalent to that state in which one experiences oneself as an experiencer, that is when one goes beyond or behind the contents of

consciousness to the source of awareness underlying them (a condition which apparently can be measured by electronic feedback devices).

The value of the experience is that when one identifies with this "center" and not the periphery one can be other than automatically controlled by environmental stimuli, limiting beliefs, roles or subpersonalities. Thus one is freer to choose the reality best for that person, at that time.

The curriculum uses not only the work of Assagioli as represented in psychosynthesis, but also draws on the ideas of Ellis, Huxley, Feldenkrais, Ram Das, Jung, Watts among others. The eclectic blend of psychologists and mystics is employed in order to attend to the many aspects of the individual student, i.e., an attempt to incorporate wholeness while focussing on one portion of reality--consciousness as consciousness.

#### C. In philosophy

The psychological discipline underlying "Who am I?" is Psychosynthesis. There is no one philosophical system which can be so readily identified. Certain attributes of such a system, were it to exist, can however be discussed. The primary issues are--"What do we know?" and, "How do we know?"

The answer to the first question "What do we know?" comes from a phenomenological perspective. Thus, what we know, the world, exists as experienced by the individual. Because reality is determined by the state of the observer (in interaction with the environment), this reality can have a number of levels.

Epistemological concerns, or issues related to the question "How do we know?" would then center on self-report. This self-reportage forms the basis of the summative or overall evaluation of the learning program. The concern with internal observation of perceptions and processes is reflected by citation from "Eastern" philosophies throughout the curriculum.

#### D. In religion

Awareness of, and identification with, the "self" as a center of pure consciousness is the primary intent of the curriculum. Such a purpose might place this curriculum in a religious context for some persons. The program is designed for use in educational rather than religious settings for the following reasons.

One. Religion, while based on the "religious experiences" (those which tap into Higher or Transpersonal consciousness) typically does not supply the means for providing that experience (James, 1961 (originally written in 1929)). Jung (1971) speaks to the same issue.

"The psychological interest of our present time is an indication that man expects something from his psyche which his outer world has not given him: doubtless something which religion might contain, but no longer does" (Jung, in Campbell, 1971, p. 466).

Much of religion today seems to be more concerned with dogma and maintenance of the institution (or social action in the more progressive churches) than it does in providing answers to the ultimate questions. These questions which might be seen as useless theoretical exercises by some, are the central quest, the meaning of life for many others. This

questioning of the meaning of life, which must be addressed, if for no other reason than it is done, brings us to the second point, the meaning of religion.

Two. According to some people, religion has lost its credibility. "Ours is the most religious generation in history. Many people are in quest of a spiritual path. However traditional church programs have become largely irrelevant to these individuals (McCarroll, 1973, p. 189). This loss of credibility seems to be particularly true for many of those in the younger generations. This might be seen as the Age of Knowledge, and to be asked to accept something merely on the basis of faith is, well, asking for quite a lot. In the words of Alan Watts (1966, p. 2), "Christianity has become incredibly difficult to explain to a modern person."

The strange thing is that while people seem to continue to drift away from the established religions, the "Standard Brand Religions" (Watts, 1966, p. 2) (Christian, Jewish, Hindu, Mohammedon and Buddhist), people are becoming more involved with the spirit of religion; seemingly our age is getting what Jung said we wanted in 1928, "original experience not assumptions" (Jung, in Campbell, 1971). Wuthnow and Glock (1973) put it thusly in the fairly accurate barometer of popular psychological concern, Psychology Today, "It used to be that people went to church and didn't think much about religious matters. Now people think about religious matters and don't go to church" (p. 114). All of which leads into a third point.

Three. Experiences of non-ordinary reality do not easily fit into the preestablished religious contexts, i.e., these institutions are so



far removed from the "conversion experience" (James, 1961) as to be almost totally divorced from them.

Some of the factors mitigating against this, in addition to the merely bureaucratic ones, are the problems with the language and metaphors used, which as a rule are not in keeping with our twentieth century minds immersed in--bombarded by--information packets so easily digestible as to be almost effort-free. While this may be a positive point for such books as The Bible Koran, Bhagavad Gita, Upanishads , in that persons have to dig to exercise their minds, it may also discourage many a potential follower or seeker looking only for language slightly less obscure and meanings slightly more understandable.

Moreover, many people avoid organizing non-ordinary experience(s) by following a single religion because of the appearance that this "experience" is a common denominator of all religions and that to assume the discipline and rigor of one and not another--realizing that the two vary only in the symbol systems used to attain the eventual goal--will not want to choose Sect A over Sect B or Religion X over Religion Y. To know that one is acting within an illusion, yet accept that illusion fully, without reservation, thereby excluding rival alternative explanations, is not easily done.

Four. A fourth point relates to the needs from which religion has evolved. Religion might be seen as that which helps to explain the unknown, the fearful. Currently most Westerners seem satisfied with explanations regarding the natural world outside their psyche. Many of the questions left unanswered are of the inner world, and frequently



religions don't adequately deal with this by the standard of psychologically aware persons.

### Personal Philosophy

In answer to the question "How do I view the good life?" (Tyler, 1950) (a question which Tyler considers important for all curriculum developers to consider), the response of this developer was.

"The good life" entails wholeness . . . development and integration of the internal and the external. In terms of this curriculum, a person is given directions and reinforced for "going inside." This inward journey is designed to help the person live and love better both within the internal and external world--and to serve as an initial stepping stone to the eventual merger of them.

Another aspect of the good life, and one that is incorporated into the learning package, is that a person has and can exercise responsibility over their lives. Not complete power over all conditions, but "more control" over their daily lives is encouraged. A fundamental assumption is that persons are more than unwilling, unknowing agents of various drives, needs, or stimuli and that they can, through appropriate techniques, come to be more the director, producer and actor within their daily drama."

### In the Global Community

In the world today are many crises: overpopulation, war, racism, resource depletion and global pollution are a few. Systematic and complex change strategies are required. A central component of any change system

is the person, who will create or maintain that change system. Thus, one way of effecting systematic social change is to improve the functioning of the individual. Application of psychological techniques offers some promise for this improvement. One means for wide scale psychological improvement is via educational structures. (Educational systems as compared to political, economic, or religious, each with more clearly defined self interests.)

In regard to goals of this improvement, it seems that this system should:

- a) allow persons to experience reality more completely,
- b) be freed from fears, and
- c) allow people to see this interconnectness of life apart from material considerations.

While, of course, no system can instantaneously provide such results, this learning program is grounded within a context which is supportive of and congruent to global survival strategies.

### Methodology

#### OPERATIVE STEP SIX: Describing the Client Population.

Describe the intended population of the curriculum.
---

For whom will your curriculum be designed?

What are the attributes of this population?

What are the minimal prerequisites for a potential user?

Responding to the following guideline checklist should adequately answer these questions. The attributes have been broken into three categories. Respond to any or all of the categories which are appropriate for you. After being typed, this also can serve as a part of the finished curricular product.

## Background

No single product will equally meet the needs of two separate persons. Individual differences can never be completely accounted for. However, to deal with the complexities of the world, and to conserve resources, persons are necessarily grouped together by certain similarities. This step was designed to have the most meaningful individual characteristics which would effect learning identified and described.

## Example

### Population Description

Interest is the most important criterion for use of the learning package "Who am I?: Another answer." Other variables are discussed below.

### Demographic variables

Age - Anyone over 18

Educational Background - No preset specifications. The person should be able to read the materials and understand the tapes.

Resources required - A cassette tape player, a quiet space and about twenty hours spread over a two week span.

Developmental Stage - Neither Loevinger's, Kohlberg's, nor Piaget's stages are relevant, given the age range.

### Skill variables

Verbal - The ability to read, listen to, and understand material estimated to be at a twelfth grade level.

Physical - The ability to operate a cassette tape player. The ability to be quietly active for about thirty minutes at a spell.

Skills particular to the Subject Area - No prerequisites are called for here. "Zen Mind - beginner's mind"

### "Affective" variables

Attention span - Most exercises are designed to be no longer than one hour. The hour is generally divided into different types of tasks.

Media tolerance - Person will use a workbook, and audiotape.

Values - Inappropriate except that the person be interested in knowing more about their identity.

Attitudes - An open, positive attitude would help.

Interest - The person should have enough interest in this area, or some aspect of it to continue the set of exercises to their conclusion.

Motivation - Sufficient motivation to start, and barring unforeseen difficulties, complete the package of materials.

Anxiety - Inappropriate. Although persons undergoing treatment for severe disorders might best do the program along with a guide, or trained helper.

Appreciation - Inappropriate.

Adjustment - The focus of adjustment is the individual with his or her self--not with the external world. Improvement in one can lead to improvement in the other, but this is not a primary variable of concern.

Socialization - Inappropriate.

## C H A P T E R   I I I

### APPLICATION: BUILDING THE TEACHING/ LEARNING STRATEGIES

Two curriculum building phases are described in this chapter: the second of three management points, and, the largest of the five operative stages. The processes involved in the operative stage, STAGE IV: PROTOTYPE DEVELOPMENT, are numerous and complex. To avoid becoming lost while reading this section, the reader is advised to consult with the methodology itself (Appendix A) whenever confusion starts to arise. Doing this should help provide for a wider focus.

#### MANAGEMENT POINT B

##### Methodology

By this time you have a good feeling for the methodology. It should become a tool which you can modify and use to your own best ends. Now is the time to sit back and reflect over your efforts considering such questions as:

Is the methodology useful?

Is it understandable?

Can I make more efficient progress on my own or by some other means?

Is there anything missing?

To guide your thoughts at this juncture six sets of procedures have been compiled. You might want to read these steps over as a group and then go back and individually absorb the contents and perform appropriate activities.

##### Background

Management processes are of an ongoing nature, they should not occur as one-shot planning or one-shot evaluation efforts. To insure a sense of continuity, three management sections were built into the methodology.



Pascoe (1973) speaks of the ongoing nature of the management process "machinery is established to review progress and to get the vital results at which the unit is aiming" (p. 41), "A cyclic or a continuous review of key activities is achieved" (p. 42).

### Methodology

MANAGEMENT POINT B, STEP ONE: Reviewing your Evaluation Effort.

Examine the results of your evaluation efforts. This may imply merely going over your checklist of completed steps, or it might involve analysis and interpretation of more complex evaluative data. This step is highly dependent upon its sibling, Step Four of Management Point A.

Based on your degree of satisfaction with the results of this step, you might wish to expand or reduce future formative evaluation attempts.

### Background

In addition to virtually all evaluation theoreticians expressing a concern with goals, the individuals also emphasize the need to continually and regularly collect data to make decisions, or judge the merit of something. The value of this process is emphasized by Baker (1973).

Data gathering is a conscious, planned activity in development. Program failures are attributed to poor instructional design. Formative evaluations are made of objectives, measures, alternative instructional designs, and operational effects. In fact, without careful integration of formative evaluation activity, instructional development is nothing but an art form, an invention, usually with poor marks in aesthetics. (p. 61)

### Example

In the development of "Who am I?: Another Answer" formative evaluation included:

- (a) Descriptive checklist (Sanders and Cunningham, 1973) whereby activities were checked off on the process control sheets as they were completed.
- (b) Critical Appraisals. These came from experts (Sanders and Cunningham, 1974), from the target population (Abedor, 1972) and from the Developer himself (Walberg, 1970).
- (c) Group Data Collection. A curriculum design class critiqued the methodology.
- (d) Informal Observation (Natural Process Approach) (Steele, 1973). Here, external observers provided feedback on the criteria, evidence and judgments the developer was employing in his curriculum development effort.
- (e) Learning Structure Analysis. (Sanders and Cunningham, 1973; Gagne, 1970; EPIE, 1972). Various perspectives on structuring curricula were examined.
- (f) Logical Analyses (of both Needs and Goals) (Clayton, 1968; Sanders and Cunningham, 1973; Scriven, 1966).
- (g) Operationalization of Objectives (Brooks, Benedict, Hutchinson, and Coffing, 1975; Mager, 1962). This technique was used throughout the effort to break intents down into their next lower level of specificity.
- (h) Task Analysis (Davies, 1973; Sanders and Cunningham, 1974). This technique was frequently used to plan steps and organize time and materials.
- (i) Unobtrusive measures (Webb, et al., 1966; Sechrest, 1973). Such unobtrusive measures as perceived degree of resistance to certain steps, or tasks; amount of time required for writing and re-writing; and observation of non-verbal gestures of reactants to materials among other unobtrusive measures provided feedback to guide development.

## Methodology

MANAGEMENT POINT B, STEP TWO: Reallocating Resources over Operative Stages.

Roughly determine the amount of resources consumed in the first three Operative Stages. If you used more than you intended, you

might have to adjust the remainder downward, if the opposite is true, reverse the adjustment. Also, at this time, you might think about the possibility of attracting other resources.

Then allocate Stage III resources over the steps contained within this Stage, noting the following.

- A. Overall testing resources might be distributed in two ways: (1) by concentrating many resources on Step 11 (testing individual learning sequences), or (2) by making your primary testing focus Step 13 in which you apply the curriculum as a whole and collect data appropriately. Again, no fixed rules about this can be given. Of course, the more testing you can do the more likely you are to have a superior product.
- B. Consider your own unique situation, and modify your resource allocation appropriately.

### Background

Of the many faults of Management by Objectives, perhaps the most commonly cited is its potential for inflexibility. "There is always the danger that goals. . . . will become obsolete through changed or unforeseen circumstances" (Koontz, 1973, p. 11). As goals change or as means for their accomplishment deviate from initial planning, these changes require that allowances be made in terms of resources. Resources need to be re-allocated in light of new realities. Reallocation of resources is a tool for increased flexibility.

### Example

Process control sheets which incorporated resource allocation were provided within the methodology. Estimates were made using these sheets, but were generally not followed as this was more of a pilot project for determining allocation of resources, rather than a strict test of allocation estimates provided in the methodology for curriculum building.

The resource allocation "pie" which resulted from this effort is now presented.

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%

### Methodology

MANAGEMENT POINT B, STEP THREE: Planning an approach to the next set of operative steps.

This step involves reading Operative Steps Seven through Twelve (Stage IV). You should now realistically consider obtaining the assistance of a consultant or specialist to perform or help to perform those tasks you feel unqualified to complete and/or personally lack the resources to master (resources such as money, time, energy, expertise and interest). The references provided with each of the steps can serve as educative aids, but cannot perform the tasks for you.

Enter the tentative starting dates for these steps on the process control sheets. Also you should consider the material resources that will be necessary for future progress and insure that these will be available as they are needed.

Bear in mind your own unique needs and desires as you preview the steps. The order given might not necessarily be the right sequence for you. The emphasis given each step might not be correct for your purposes. You are urged to modify at will.

Also it is important to consider the viability of doing some steps simultaneously; for example, once exercises or activities have been selected or developed, component testing can start immediately.

## Background

Planning is not a one shot function. Information which is systematically (or unsystematically) collected is fed back into the program to guide future progress. Ongoing planning reflects the cyclic rather than the linear sequence of development inherent in the Methodology for building humanistic-psychological education curricula.

## Example

The resource evaluation pie represents an approximation of the division of resources over procedures used in building "Who am I?" These are not perfect estimators, nor do they represent completely accurate records of resources actually used. The reason for this is that the developer did not keep perfect records of resources used.

## Methodology

MANAGEMENT POINT B, STEP FOUR: Planning an evaluation function for the next section.

The strategies appropriate to this step are in Appendix C. Review these and contemplate their ability based on their perceived value thus far.

Watch out! This step is short on words but long on involvement.

(Note to the reader) The Appendix C referred to above is an appendix to the methodology, not the dissertation.

## Background

Because of the great number and variety of evaluation tools and skills required in building curricula, a manual containing these was



developed. This is entitled "A referenced, annotated, categorized listing of data collection strategies" and is attached to the methodology as an appendix because of the perceived need for this by others using the methodology.

### Example

The strategies used in providing data for decision making while building "Who am I?: Another Answer" have been cited in the discussion of Step one of this management point. If any one tool could be singled out for its utility that instrument would be "The operationalization of fuzzy concepts" first created by Hutchinson (1970) and later expanded on by Brooks, et al. (1975).

### Methodology

MANAGEMENT POINT B, STEP FIVE: Thinking about recurring issues.

This step identifies a potpourri of issues which a developer of humanistic-psychological curricula must constantly keep in mind.

### Reminders

- A. Maintain a reality orientation. Do not become so involved in development that one forgets that eventually he or she, along with the product, will be interacting with people who are fuzzy, not totally rational beings with their own styles of operations, notions of what is important, sensitivities, and so on. This is an aspect of any work which will probably never be accounted for by any system (politics?).
- B. Step back and look at the whole. Related to point A, the admonition is to consider the "big picture."
- C. Try and keep within your resources.
- D. Allow for "extra-developmental" contingencies, e.g., resources evaporated; you won the lottery.

- E. Allow for self-motivation. Consider rewarding yourself. Simple things like ice cream following a work session, or listening to classical or quiet "Eastern" music during the session might be helpful. If other persons serve as energizers for you, involve them.
- F. Don't forget about outside resources. There may be people who can do some of your work for you (willingly, and maybe for free), or who can check the adequacy of your work from a point of view with which you are unfamiliar. Within limits, the more varied and large the input, the better the product.
- G. In a sense, curriculum development is a continuous series of problems. Some of these can be avoided by forethought (such as might be stimulated by this document), others are more unique and require novel solutions. To aid you in tackling these issues, you might remember any problem solving strategies which have been useful to you in the past. Some written references are: Polya (1957)How to Solve it and Gordon (1961)Synectics
- H. Communicate. Tell someone about what you're doing. (This is essential for diffusion efforts which will be focused on in the last Operative Step of this Methodology.)

### Background

One of the functions of Management is motivation. A person increases this with success; a person loses it with failure. One way of avoiding failure and achieving success is to be aware of common pitfalls which one knows about, but doesn't always remember. This step serves as a grocery list of developmental reminders.

This is congruent with programmed instruction systems which make use of repetition and positive rewards for success (e.g., like ice cream following a session).

Popham and Baker (1970) use these techniques. Gagne and Briggs (1974), also mentions their value. Watson and Tharpe (1972) emphasize the use of repetition in strategies for personal growth and adjustment

(and curriculum development can be indirectly tied to personal growth).

### Methodology

MANAGEMENT POINT B, STEP SIX: Locating and negotiating for a suitable testing environment.

This step involves identifying suitable environments and selecting one such setting based on negotiation involving (in order):

1. degree of cooperation offered (immediate, over-time)
2. cost in dollars
3. ratio of numbers of students available to numbers desired
4. benefits for experimental setting

Within a common sense framework, one should (1) describe the ideal setting within which this curriculum might be tested in whole and in part (these settings may differ), (2) identify an appropriate number of such communities, (3) select the best one for negotiation, (4) consider the size of sample required from this community population (which may include all members), and (5) make appropriate initial contacts.

"Extrainstructional contingencies" (Baker, 1973) may often surface via this procedure. A developer should be attuned to the possibility of all such occurrences, and should view these, not as nuisances to be discarded, but as sources of valuable data on which further modifications and revisions can be made.

### Background

A cooperative test environment is highly desirable. Especially when evaluation requires substantial amounts of cooperation from the user. It is important to be in a supportive community. This can also serve to increase communication, cited by Gilchrist and Roberts (1974) as the prime variable effecting evaluation.

This step is done relatively early in the development process in order for liaisons to be identified. Additionally, subjects identified early can be used to provide feedback on initial developmental efforts.

By encouraging broad based support for the curriculum, e.g., from an outside community, dissemination is also made easier.

### Example

Merely by discussing the curriculum as it was being developed served to provide a test community. Persons were interested in the topic, and requested that they be allowed to try it out.

## OPERATIVE STAGE IV: PROTOTYPE DEVELOPMENT

### Methodology

This stage describes the bulk of curriculum building activities. Some persons might consider this section to be curriculum building. The philosophy inherent in this methodology is otherwise. Earlier Stages might lead up to this, much as later stages are dependent on it; but all these are of equal import to the quality of the final product.

### Background

Given meaningful and well articulated goals; given an effective management strategy; given a knowledge of the content area, there still remains the core function of curriculum development: translating intents into learning experiences.

There is a dearth of material regarding this process as it applies to humanistic-psychological education. This is due to a number of factors. (A) Teaching/learning strategies are frequently subject specific; e.g., even within the cognitive disciplines wide differences may exist between learning activity development for math as opposed to history. These differences are exaggerated outside the cognitive domain. (B) In

humanistic-psychological education the subject is the self. Not only is a common definition of this term non-existent; in many cases the content is expected to arise from the subject--not be imposed upon him or her.

(c) There is an element of creativity--of elasticity--which cannot be accounted for by preset procedures. (D) It is difficult to say exactly who should determine the curricular intents: a curriculum developer, a teacher, or a student? Or, if in combination, in what combination, and how combined?

### Example

The above points, among others, were addressed by the methodology; there were occasions when much structure was required, thus more suggestions were given about how to perform these tasks. This was accomplished by consulting the references attendant to that section. There were other times when the developer felt it wise to deviate from a prescribed process--this was encouraged by the methodology.

### Methodology

#### An important prior consideration to Operative Stage IV activities.

As has been stated earlier, this is a methodology for building curricula which accomplish humanistic-psychological education goals. Humanistic education efforts directed primarily toward making human the means used to accomplish goals, of any nature, are thus not within the central purview of this system. However, means and ends in any curricular effort cannot be but artificially separated. Particularly in this realm where goals are frequently of a process nature we would err seriously to consider one (goals) independent of the other (means).

The consideration is this: You as the developer have made the decision of what goals should be employed. Now you are faced with a number of options which can be summarized by this question: "Do



you, as developer, want to provide processes by which teachers or students might design or select their own strategies for achieving and evaluating the pre-established goals, or do you want to provide these strategies and evaluation measures yourself?" (Of course, one step removed from this, you might allow subjects to create both the teaching-learning strategy design process as well as the resultant teaching-learning strategy.)

You will have to address yourself to this question for:

- a. each goal.
- b. each objective (if you create it).
- c. each teaching-learning strategy.
- d. each standard of accomplishment (criterion).
- e. each criterion measurement device.

You have a wide range of options open to you at this point. While the methodological processes are written from the perspective of your "doing" the work, you will occasionally be reminded that there are alternative approaches.

### Example

Individualizing "Who am I?: Another answer" consisted of developing a self-contained, self instructional package which could be used by teachers or selected by students from a range of optional programs. Thus while internally the package was designed to allow for only mild individualization (e.g., through self-pacing; encouraging persons to eliminate certain exercises if they appear inappropriate or undesirable, providing alternative outside resources which could augment or supplant built in exercises); "externally" it would lend itself to increased individualization of larger programs. For example it could be a component of a psychology course for persons interested in the transpersonal domain, it could be used by guidance persons with individuals experiencing a concern with identity; it could be selected by

persons with an interest in spirituality as a part of a religions course.

### Methodology

#### OPERATIVE STEP SEVEN: Creating a positive attitude

Create and maintain an attitude which will improve both the process used in, and the product which results from this stage.

In this stage of the curriculum development process, your attitude is more important than the skills you have, or the processes you employ. While an open, flexible positive attitude is useful in other types of curriculum development, in the humanistic-psychological field, it seems that this is a paramount virtue. Not all the steps necessary to carry out your intentions can be adequately prescribed in advance (by you or by anyone else). This is a significantly creative endeavor. The more open you are to new ways, unexpected problems, the better you will flow, the better will be your product.

### Background

This step evolved from the experience of the methodological developer. It is in accordance with those theories which emphasize that internal states influence an effort more than specific behaviors or skills required to complete the effort.

Assagioli (1973), for instance, outlines the five stages of an act of will a) Goal, evaluation motivation b) deliberation, choice c) affirmation d) programming and e) direction of the execution. The first three stages all are somehow involved with summoning positive energies to complete the task.

Maltz (1973) combines self-image theories such as Lecky's self-consistency theory with cybernetic notions (saying there is a built in

feedback system within people which will automatically guide them to accomplish their purposes once these purposes have been defined), to arrive at his system of Psycho-cybernetics. This system has been discussed primarily because it is a good example of how some persons are more concerned with developing goals and attitudes than with explicit tasks, as means of most efficiently and effectively accomplishing purposes--like building teaching/learning systems for humanistic-psychological education.

### Example

In the development of "Who am I? . . ." the following reminders were all employed. Not in the way suggested, e.g., that they be cut out and placed around the work area, but in other less obtrusive ways. Each suggestion and a few of the ways it was employed follow.

### Methodology

1. Communicate - Interrelate. Solicit feedback from others. bring others into your project. Talk about it with co-workers, friends. Communicate with yourself; get your playful self and your worker self together. You may find others know of work already done that you can use, or you may find them to be willing co-workers, or be able to direct you to such persons.

### Example

- a. A colleague of Dr. Assogioli was invited to react to the sequencing of materials which had evolved.
- b. This colleague was used as an "expert" in a taped segment of the curriculum dealing with paths to the "Higher self."
- c. Discussions concerning the content area were held with the developers major advisor. (As well as with other interested

persons; these contacts were fruitful for the field testing stage.)

### Methodology

2. Do it the easy way. Look for existing strategies, materials, and resources of all kinds. Most persons would feel complimented to have their work recognized or extended.

Even if you only modify a model or method only slightly, you may still be making a significant contribution.

### Example

- a. Professor Weinstein recommended a book by McCarrol, Exploring the Inner World, a reference in this led to another book, You are not the Target by Huxley. Both served as sources of exercises and theory.
- b. Much of the design was taken from a workshop in which the developer was co-instructor/designer.
- c. Materials already produced were used more often than original materials. Particularly materials from the Canadian Institute of Psychosynthesis developed by Crampton.
- d. All these materials were put in a different mode (combination tape/workbook); and were arranged systematically to achieve specific purposes. Both of these were novel approaches.

### Methodology

3. Remember people are human, too. In this and later stages you'll be dealing with persons who are probably unfamiliar with your work. Be patient in explaining it, and also be aware of their feelings. Most of the people in the U.S. are average (by definition), so you can expect to encounter others' quirks, hang-ups, etc.

### Example

- a. Vocabulary was always a problem in presenting the curriculum to others. This had to be constantly considered.



- b. The unique value of the subject area was explored in the terms of the listener whenever possible. That is, the "audience" was asked if they had ever had any experience with meditation, spirituality, whatever, that would approximate the content of the curriculum.
- c. Many persons exhibit a resistance to the area of transpersonal growth, pure consciousness and related topics not only because of the jargon associated with these areas, but also because of the media overkill of spiritual/mystical disciplines (particularly in college communities). Allowances had to be made for this. (Also professional psychologists are frequently resistant to the area.)

### Methodology

- 4. Remember yourself, especially in this section. Treat yourself well. The work can become tiresome. Schedule your time according to your nature (big bursts or steady progress). Work in groups if this is best for you. Pat yourself on the back whenever possible. (In fact go ahead and pat yourself on the back right now for thinking such a thing.)

### Example

- a. Only after much trial and error did the developer finally realize that he experienced "down days" when production just wasn't going to happen, and that it was best for him at these times to leave the tasks behind.
- b. Also he never took full advantage of the energizing function groups serve for him. He did meet with committee members (second order decision-makers--following himself) individually with some frequency but rarely as a group. He would alter his approach in subsequent efforts to include group processes throughout the course of development.
- c. He patted himself on the back more than once and smiled every time.

### Methodology

- 5. Be flexible. Go beyond the linearity inherent in any design system. Do this both in terms of means (processes) and in



terms of ends (goals). Be loose in deciding what is direct facilitation of psychological growth.

This flexibility can also help prevent you from becoming hung-up on a particular step or procedure.

### Example

- a. Is providing references about a topic area directly facilitating psychological growth? The developer decided it was and included this as an intent of the curriculum.
- b. With hindsight, the developer can see that he did indeed become hung-up on certain steps; that in subsequent efforts he would be more likely to skip a step and return to it at a later time, or possibly skip it entirely; or have someone else complete the task.

### Methodology

6. Be innovative. The world is crying for new forms. You are different. Apply that difference to your curriculum.

### Example

- a. The developers interest in self-instructional self development systems spurred this developmental effort. He realized that not all persons have the persistence nor the interest in trying to systematically guide their own evaluation, but he decided that his program should not be all things for all persons.
- b. The program "Who am I?: Another answer" attempts to achieve relatively unique ends--"Self"--discovery and identification by relatively unique means (within the area of Humanistic Education). Those means being a combination tape and workbook format.
- c. His (the developer's) background in methodological development, Humanistic education, management systems, and evaluation, merged to form a curriculum which probably differs from that he would have produced had his primary grounding been in curriculum development. He went ahead anyway.

## Methodology

7. Remember your purpose. Keep it uppermost in your mind. All activities, materials, measurement devices should reflect this. This orientation can not only prevent you from becoming over-concerned with the thousands of humanistic education techniques available, but also can direct your work toward a holistic final product.

## Example

- a. The purpose of the curriculum was structured and restructured frequently. Once decided upon it provided a focussing agent for a person who tends to be easily led astray.
- b. The purpose acted as a filter to sort out, from the many exciting and valuable psychological exercises available today, those which suited his intents. The importance of purpose cannot be stressed to greatly.
- c. Hopefully, the curriculum package (all 150 pages of it) reflects the primary intents of that package. Every word should have a definable connection to those purposes.

## Methodology

8. Bear in mind that humanistic ends don't automatically imply humanistic means, but that the two are closely related.

## Example

- a. When defining a sub-section of Humanistic education as an area emphasizing the goals of programs rather than their means, one runs the risk of being inhumane, and this contrary to the overriding goals of Humanistic Education in general. This caution was perceived and hopefully accommodated.
- b. Some of the previously mentioned means of internal individualization, were built in to account for the close relationship of humanistic ends and means. For instance this meant allowing for people to eliminate or modify steps based on their own estimation of value, even though all exercises in the program were designed to be both integrated and sequential.

## Methodology

OPERATIVE STEP EIGHT: Teaching-learning strategy development/  
breaking down goals.

Select or design teaching-learning strategies for some goals. Break down others into their component parts (objectives).

This is the longest step in the methodology in terms of both description and work required. In this step you will evolve teaching strategies for your goals or break down those goals into their components such that this can be done. While this step is directed specifically at goals, the same basic procedure will be used in dealing with objectives and subobjectives (Step Nine). When working with these other levels of intent, the reader will be asked to mentally substitute the appropriate word to replace "goals."

This is a long step and might validly be separated into a number of separate functions. However, because the processes included within this step are so interrelated, they are presented together. By placing these processes together, you will feel freer to use your creative judgment to flexibly intermesh, skip, or add to certain tasks. Primarily what you will be doing within this, and the next three steps is:

1. Deciding if you want to deal with your intent (goal or objective) at its current level of specificity, or break it down into its components.
2. Selecting or generating teaching-learning strategies for the intent.
3. Performing the next level breakdown of your intent (goals into objectives, objectives into subobjectives).

## Background

The history of this step was discussed in describing the background of this stage. It is the most complicated and central task of curriculum development, at the same time it is one of the least discussed in the literature.

The sources of strategies used within this phase of development will be cited and referenced as a step by step "walk through" of the methodology as it was applied is presented.

### Example

The curriculum package which is distributed to potential consumers is found in Appendix B. It should be referred to by the reader wondering what the final product of this application looks like. However this completed package cannot convey the various processes and ideas which were combined to create it. Many of these hidden dimensions will be made explicit as this operative step is described and examples given.

The first step in the procedure is

### Methodology

1. Look at each goal and decide if you want to devise or select (or have others create or select) teaching-learning strategies for this goal as it is now stated, or would you rather break it down into its components.

### Example

Although no exercises were found which accomplished the goals of the curriculum, in their entirety, several were targeted toward major aspects of goals. For instance a Disidentification/Identification Exercise created by Martha Crampton was used to help accomplish the primary goal of the curriculum; to enable a person to experience his or her self as a center of pure consciousness. The developer felt this had to be accompanied by a related relaxation exercise which he so designed.

How did the developer become aware of available strategies? By following step two.

### Methodology

2. Investigate any appropriate fields for available and acceptable strategies for teaching any of your goals selected for treatment at this time. Collect these and add them to your developing set of curricular materials. Also you should briefly describe this strategy on the format sheets in Appendix B.

### Example

The psychological system which most closely dealt with the chosen topic was psychosynthesis. The developer read books and articles on this system; attended workshops teaching psychosynthetic exercises and theory; took classes in psychosynthesis; and corresponded with leaders in this field.

Because the topic dealt also with spirituality, the author used a creative problem solving strategy and in a basically brainstorming fashion identified twenty sources dealing with Spritual/Transpersonal growth. He then investigated these areas. Some examples of the resources he tapped were:

A Symposium on Transpersonal growth

A Spirituality course taught within the Anisa curriculum development model

Lectures by: Baba Ram Das (formerly Richard Alpert of Harvard) Dan Goldman of Harvard; Yogi Bahjan (Kundalini Yoga)

Transcendental Meditation (including learning and practicing the system, and reading materials about it.

Arica--reading materials, and experiencing a training session



These sources, in addition to books and workshop handouts supplied the basis for much of what was included in the curriculum, in terms of both theory and practice. Examples of exercises taken directly from others are found as Appendices to Acts I, and XI within the curriculum.

Step three is the most complex procedure in the methodology.

### Methodology

3. Decide whether you want to generate a teaching-learning strategy for this goal yourself, and do it. Remembering that you might want to provide more than one means of accomplishment for each goal, the following guidelines are offered.

It contains many substeps. An explanation of what happened as a result of this step is provided sub-step by sub-step on the pages immediately following the full listing of guidelines. Please note that not all strategies noted will be discussed in this section. A few selected ones are provided to give the reader a feel for what went on.

### Methodology

#### Guidelines for Developing a Teaching Learning Strategy

1. Examine the goal. What learning situations--activities, experiences, conditions, attitudes--would best facilitate the accomplishment of that goal.

### Example

Example: Goal-Person understands nature of Higher/Transpersonal Self and knows the relationship between the "self" and the "Self."

The developer felt this would be best accomplished by a verbal presentation. Further that this verbal presentation would be in the form of

a question and answer session between a naive person and an expert in the subject area. This was done by way of a taped interview with a colleague of Dr. Assogioli (founder of Psychosynthesis) who helped Dr. Assogioli work on a book on ways to the Higher/Transpersonal Self.

Also the developer felt that it would be valuable to have a visual display to accompany the tape, this was done in the form of a diagram of approaches. The result of this step can be found in Act IX of the Play "Who am I? . . ." In all, five major exercises were designed to accomplish five of the twelve goals which were created in the early developmental phases of OPERATIVE STAGE III: DESIGNING AIMS. (These twelve goals were kept for purposes of development and evaluation; but were reduced to five for dissemination it has been noted.)

### Methodology

2. Consider the following points related to Humanistic Learning activities (offered by Weinstein, 1974, personal communication) and incorporate as many of these as possible into your materials. (Points a through i were directly provided by him; the rest, j-o evolved indirectly from him.)

Again these are important enough to go through individually with examples set forth for each from the curriculum, following their presentation as a group

### Methodology

- a. Activities should be self confirming/self validating.

Example

A positive approach to growth was emphasized throughout. Some examples of statements taken from the document to support this are:

From the statement of mission "It has, in concorde with similar program, such high ideas as: helping a person feel better . . ."

From act I "Hopefully you did experience a sense, or even a faint trace of your "self"--your personal center of consciousness. But if you didn't that's okay, too. You may find that certain exercises work for you, while others don't."

Methodology

- b. Leaders (or producers) problems should not be transmitted to participants.

Example

Because of the "bound" mode of presentation, in one sense this problem was decreased. However, through subtle means and producers problems, unresolved conflicts might be transmitted to the individual. To allow for this precautions in regard to the investigation of self were included as a section of the next to last act. The reader is now referred to Appendix B, Act XII for a complete listing of precautions.

Methodology

- c. Learning experiences should not be used strictly to satisfy the needs of the leader or producer.

Example

This was intended to be accomplished by making the prime criterion for use of the curriculum interest on the part of the consumer. Thus, if

a person is interested in the curriculum his or her needs would be the main focus of the learning experiences.

Also, objectivity was provided (in this case) by making the mode of presentation a workbook and tape. This helps to eliminate ego inflation (or deflation) of the transmitter.

### Methodology

- d. No "heavy" psychologizing, interpreting or labeling should occur.

### Example

This was avoided in the curriculum by accenting the positive rather than the negative. Because "heavy" is a relative term and because of the mode of presentation, it was expected that a person would carry the work only as far as was comfortable for him or her. Neither "depth" nor "height" exercises were used. And finally, when labeling, or interpretation was used, several sources of terms or types of interpretation were offered.

### Methodology

- e. A humility should exist about motivation, thus keeping experiences educational rather than missionary.

### Example

The tentativeness of all work in this area was stressed throughout the document. The fact that the definition of self used is only one

definition and that this identity is only one identity one can assume were both emphasized.

Example from Act V:

Next you are going to be presented with one conception of the various personality functions existing within all humans. There are of course alternative explanations and descriptions. This is only one. You can choose to accept this way of organizing your thoughts or not.

## Methodology

f. Limitations should be specified.

The limitations to the learning program are outlined in the overview.

## Example

### The Limitations

Thus, far, you have seen a general description of what the curriculum is; the following items cover the other side of the issue.

The program is not . . .

- 1....designed to enable a person to break through highly charged emotional blocks. That is, it is meant to be educatove rather than therapeutic. Not only is the focus of the psychological system underlying the package (Psychosynthesis) other than mere affective release and subsequent understanding, it is the belief of the compilor that large amounts of emotional energy are best dealt with in the company of another person (optimally a person trained in appropriate helping procedures).
- 2....intended to always facilitate joyous experiences. At times you may feel emptiness. For instance, if a person were going beyond a definition of him or her self as his or her role, the following quote from Fritz Perls might be applicable: "if we take away the roles, what do we experience then? Then we experience the anti-existence. We experience the nothingness, the emptiness."



Also it may happen in certain exercises that you would encounter uncomfortable images as you release your sensory attachment to the outer world. This would be expected, and could be used to give both greater awareness of our internal world, as well as to take an initial step in controlling that world (rather than having it control us).

- 3....all things to all people. Not all the exercises will "work" for you in the way they might for others. One suggestion is to view all theories and exercises presented as "tentative hypotheses" to be approached with a questioning yet open mind. Those persons inclined to be overly critical might wish to be guided by Laura Huxley's advice (from You Are Not the Target) related to similar exercises, "It works - if you work."
- 4....an advanced path to Higher Self Development. This program can better be compared to the one step which starts the journey of a thousand miles. It is certainly not on a par with various intensive spiritual disciplines or more comprehensive psychological programs as one would find through the Arica Institute or a more complete Psychosynthesis training.
- 5....necessarily limited to one individual working alone. Group work based on the materials within this packaged play is entirely feasible.
- 6....intended to accomplish all goals set forth for it within the time it takes to complete the course per se. Quite a bit of material will be presented in a short time. No one is expected to assimilate all of it. One advantage of a portable system is that you can branch out during the sequence or return to various Acts after completing one run-through.

Hopefully the "program" will not stop with the last exercise. The following books may help extend this work.

Assagioli, R., Psychosynthesis: A Manual of Principles and Techniques, New York: Viking, 1965.

Assagioli, R., The Act of Will, New York: Viking, 1973.

Huxley, L. A., You Are Not the Target, North Hollywood, California: Wilshire Book Company, 1974.

McCarrol, T., Exploring the Inner World, New York: Julian Press, 1974.

Synthesis, a journal edited by James Vargiu. Available from the Psychosynthesis Institute in Redwood City, California.

Methodology

- g. Sense of humor should be present (if appropriate).

Example

There is nothing funny about self-development.

Methodology

- h. A harmony should exist between the learner, the activity, and the environment to which may be added other considerations. Remember a student is influenced by all the input in his environment, not only the teacher.

Example

During the first taped portion of the curriculum in Act I, the user is advised to select a spot where they have a history of being comfortable. Throughout the play people are advised to find a place, a comfortable chair, apart of a room, whatever, where they can remain free of distraction.

This is done to help align the external environment (by reducing its impact) with the learning activities (which generally involve going inward) with the person (or an aspect of the person--his/her center or self).

Methodology

- i. Consider alternative transmission modes: personal, videotape, audiotape, via a telephone "hot line," by workbook, correspondence course, through a programmed multi-media approach, through computers. Generate some more ideas.

Example

As a result of the discussion with Professor Weinstein, the developer decided on a combination workbook/tape mode. He also made himself available to all "students" during the field testing stages.

Methodology

- j. The ends should not be so tightly specified that one is blind to other important effects (remembering once more that much of the material is expected to evolve from the student).

Example

Processing and application sections were built into most acts. In these, along with the evaluation components accompanying each Act, the person is asked to look for effects of the exercises on themselves.

Also, open ended questions were built into the evaluation components in order to find out about unintended side effects which might be addressed in future revisions.

Methodology

- k. Keep resources in mind.

Example

Requirements, in terms of time and materials precede each Act. Also these requirements are outlined in the overview before an individual actually starts the program.

## Methodology

1. Think about the warmth of the presentation. Remember that trust is required for certain materials to surface.

## Example

Persons are provided with "Guidelines for Testing the Authenticity of Intuitions" (Crampton, 1973) to deal with subconscious material which might arise. The previously mentioned sense of humility about the materials might also facilitate evocation of suppressed experiences. Also the nature of the topic should help valuable material to surface. That is, it is constantly emphasized that the person is not his or her roles, images, fears, or thoughts but is a center of pure consciousness which remains constant through the passage of time, moods, and developmental stages.

## Methodology

- m. Consider building in a provision for the student to design his or her own activities to meet his or her own objectives.

## Example

Given the fairly static nature of the package, in that it is designed to meet pre-selected goals, alternative modes of accomplishing objectives were not included. Although in future efforts the developer would do so.

## Methodology

- n. Give some thought to the sequencing and packaging of activities (this will be gone into in depth in the next step).

## Example

This will be discussed in OPERATIVE STEP ELEVEN.

## Methodology

- o. Consider learning theory, i.e. reinforcement schedules, practice effects.

## Example

Self controlled behavior modification notions of Mahoney and Thoresen (1972) and Watson and Tharpe (1972) were used. As were some assumptions collected by Boudette (1972) for work on learning systems. Some examples of the assumptions which were built into the learning program are

1. Learning by doing (experiential learning) will work best in the majority of cases where directly observable behavior is the desired result.
2. Learning is best facilitated when the learner believes in the value of that which he is learning.
3. A person must be aware from the start of the purpose of that which he is learning.
4. A person must never lose sight of the purpose of that which he is learning.
5. For people to learn most effectively, they must be in a comfortable situation.

Going back now to the sequence of steps entailed in designing/selecting learning experiences for goals is Sub-step 3.



## Methodology

3. Combine your knowledge of Learning Psychology and Motivation, with the unique nature of the set of intended teachers and learners to be using the materials and apply all this to your goal area.

### Example

The learners who would be interested in the Transpersonal Self, or the self as a center of pure consciousness were assumed to be novices in this area. The package was not designed for persons on an advanced spiritual path.

Owing to this consideration, increments were made small (although in line with Gagne's (1965) theory, the goal, in its wholeness was presented first), repetition frequent, referral to the purpose of the module was frequent, and the package was designed to be able to be completed in less than two weeks time.

## Methodology

4. Be creative, modify or apply in toto other successful learning strategies you've personally experienced or encountered in some other way.

### Example

In "Who am I?: . . ." the producer employed relaxation techniques he had learned in practicing various meditations. He also enjoys having illustrations, so diagrams and cover sheets were drawn.

The relaxation process appended to Act I is also a tool which the user of the curriculum can employ independent of the curriculum. Many

such tools were provided so that people could refer to these at appropriate stages of growth and development.

### Methodology

5. "Can" the resultant process. Write it down, videotape it, audiotape it, teach it to others, whatever. Try not to only have it exist in your own mind.

### Example

In this case, the curriculum was "canned" in a tape/workbook mode.

This program is Appendix B.

### Methodology

6. Briefly indicate a title for the strategy in the appropriate place in Appendix B. This forms a part of your curricular package.

### Example

Many different approaches to self-knowledge exist. Louise Tyler (1969) has outlined a curriculum approaching this topic from a psychoanalytic perspective, Weinstein and Alschuler (1974) from a developmental viewpoint. This transpersonal approach is "another answer," thus the title "Who am I?: Another answer."

### Methodology

4. Breakdown of goals into objectives via The Operationalization of Fuzzy Concepts (Hutchinson, 1970), or a task analysis (Davies, 1973).

- 4a. The number and quality of objectives derived from each goal are dependent on the nature of that goal (i.e., its fuzziness or scope). Therefore, you may wish to start with your most important goal, as dealing with a single goal can oftentimes be a surprisingly time consuming process. (After you have been through this procedure a few times, you may wish to reconsider the number of goals you wish to deal with. So, the first step is to arrange your goals in priority order if you have not already done so.
- 4b. Select a goal and write it down on the top of a piece of paper. (You are now following the same procedure you completed in the introduction.)
- 4c. Next you should imagine a situation where this goal has been achieved.
- 4d. Then observe and write down all the things you see in this imaginary situation which indicate that an ideal state exists in regard to the achievement of the goal. Don't worry about what evolves, it may be a listing or narrative or a description of one situation.

The above should give you a qualitative look at your goal by its components. Some of these can be rewritten to form your end product objectives. Process objectives can also be obtained through this process by substituting the phrase "is being achieved," for "has been achieved." Another way of eliciting process objectives (or pre-requisite objectives required to the eventual accomplishment of the goal, is to do a task analysis.

- 4y. Consider all the "jobs" which need to be completed to achieve this goal, or all the conditions which must exist before the goal is realized. You may approach this by considering the first operation that must be performed, or by looking at the last thing that would have to exist prior to the realization of the goal itself.
- 4z. Translate these into objectives.

#### Eleven Procedural Points to be Noted

1. Both processes may be used with a single goal.
2. More than one round of breakdown might be necessary in order to arrive at satisfactory objectives. (In subsequent rounds you would treat individual objectives as goals and proceed as above.)

3. You are strongly urged to consult the references in this section. The importance of this task cannot be too stressed; later work is heavily dependent on it.
4. Objectives should be stated at roughly the same level of specificity.
5. Don't forget that materials for steps other than those of immediate concern may spontaneously evolve. These elements should be noted.
6. After you "get the gist" of the procedures they become easier and actually can be fun!
7. The resultant objectives and subobjectives should be listed on the appropriate pages in the appendix.
8. The developer might consider the appropriateness of either of the first two of these procedures for use by the teachers; or, going one step further, perhaps the students themselves might use these or similar techniques to plan their course of study. The same notion is true of course for the setting of goals themselves. Both of these notions could be built into objectives by the developer.
9. It should be emphasized that the reason why both outcomes and opportunities are suitable as objectives is due to the nature of the humanistic-psychological education field. Because much of the material which comprises the educative process comes from the student and would naturally be expected to vary from student to student it appears unwise to be overly concerned with detailed outcome specifications at this time.
10. When considering affective objectives, especially ones relating to social skills, it might be wise to concentrate on group rather than individual measures of performance (Popham, 1974).
11. Optimally, according to Mager (1962), objectives should have:
  1. an action/performance component,
  2. a context component describing the conditions under which behavior should occur, and
  3. a criterion component.This third point will be addressed later in this stage of the methodology.

## Example

### Breakdown of a Goal into Objectives

While five goals were maintained at their original level of specificity for the purposes of generating teaching/learning strategies, these five, plus the remaining seven of the twelve core goals were all broken down into their components. This breakdown provided for improved planning monitoring and evaluating. An example of a first level breakdown of one goal--that the person understand the experience of pure consciousness follows.

1. An explanation of the experience is provided (an opportunity or process objective).
2. Conceptualization of consciousness (re. psychosynthesis) is understood by participant (an outcome objective).
3. Relationship of pure consciousness experience to psychosynthesis is understood by the participant (outcome objective).
4. The fit of psychosynthesis within psychology is understood by the participant (outcome objective).

It should be noted that these are only first level breakdowns of the goal. Increased specificity is achieved as each of these are analyzed in terms of activities required to achieve them, or, criteria by which one can measure their degree of accomplishment by the participant.

## Methodology

OPERATIVE STEP NINE: Teaching-learning strategy development/breaking down objectives.

Select or design teaching-learning strategies for objectives. Break down others into their component parts (subobjectives and activities).  
Recycle until you are satisfied with the level of goal breakdown.



The procedures for this step are almost identical with those for step nine. Merely modify that section by substituting the word objectives for goals. Remember you still have the option of allowing the teacher or the learner to generate or select his or her own strategies for accomplishing objectives.

These steps can be combined, because this design process is basically an analytical one. Major intents are refined into more useful components and subcomponents. Through the process, precautions are taken such that these sub-parts maintain their original essence; be advised, though, that in this type of work, again, the whole is always greater than the sum of its parts.

Remember also that different types of attributes of goals, or objectives, might evolve during this process. You may elicit "opportunity objectives" (teacher objectives). On the other hand outcome objectives (learner objectives) may emerge. Both are useful.

## Background

When teaching-learning strategies do not become obvious at early stages of development, an analytic procedure can be used to generate the component tasks necessary to achieve the higher order goal. These components might then suggest ways of transmitting intents to students. Within the methodology a warning is offered about the potential hazards of doing this.

The developer should . . . consider the possibilities of not expressing some curricular intentions in most specific terms. For instance, it might be the vagueness or inspirational quality of humanistic goals which encourages teachers to pursue them. Their motivation, altruism, idealism or whatever might well be aroused and transmitted to students by what is not present in the curriculum guide. (p. 59-60)

## Example

In carrying out the goal of having the person understand the experience of pure consciousness this objective was elicited--"Fit of Psycho-synthesis within psychology is understood." Subobjectives which resulted

from this served to a) provide criteria against which the objective could be compared and b) suggest teaching/learning strategies. Those subobjectives were:

- A. At least five psychological systems are examined in relation to Psychosynthesis. At least two of these should deal with "Higher consciousness."
- B. Person is asked to think how the explanation relates to psychologies they are aware of.

Subobjective A was translated into the curriculum in the following way in Act II of "Who am I?: Another answer."

### How Does This Learning Package (and Psychosynthesis) Relate to Other Disciplines?

<u>Selected Disciplines</u>	<u>Relationship</u>
Arica (Oscar Icazo)	Psychosynthesis and Arica are closely related; both are eclectic and draw from Mystical traditions as well as from Western Psychologies. Much work in Arica is targeted toward the development and integration of three centers crudely corresponding to the heart, mind and body. Work in this module is targeted toward the discovery of, disidentification from, and eventual reintegration of various aspects of our personality around a single unifying center.
Rational Emotive Therapy (Albert Ellis)	Ellis's RET system focuses on disidentification from harmful cognitive programs as these limit our growth.
Gestalt Therapy (Fritz Perls)	Perls' work typically involves identifying "holes" in our experience, which determine our identities even more than the conscious aspects of our personality. Such work as "owning" our selves (both desirable and undesirable features), instead of projecting them outward would correspond to discovering our identifications and then accepting them prior to disidentifying from them (and then reintegrating them around our center). (See George Brown's article in <u>Synthesis</u> for a comparison of the two disciplines.)

Selected DisciplinesRelationship

Jungian Therapy  
Carl G. Jung

This system is most closely allied with Psychosynthesis, particularly as both deal with the higher as deeper aspects of Self. Whereas Jungians use dreams to enter deeper strata of experience, Psychosynthesis practitioners would use more controllable methods such as guided imagery, meditation or ideal models.

Psychoanalysis ala  
Karen Horney

She recognizes three selves that persons are variously identified with. She attempts to move persons toward "The real self, that central inner force common to all human being and yet unique to each, which is the deep source of growth."

Bioenergetics  
Alexander Lowen

Lowen allows for the existence of a deeper, knowing self, but believes that embodied identifications or attachments must be eliminated as well as those more typically "psychological" as a prerequisite for becoming more centered.

Feldenkrais  
Moshe Feldenkrais

A movement system which, like Bioenergetics (or Reichian therapy or Rolfing) stresses that tensions and destructive patterns which exist within the musculative and nervous system of the body must be broken up and reintegrated (the notion of differentiation and integration) before energies are available for full self development.

Transcendental  
Meditation  
Mahareshi Mahesh  
Yogi

The ultimate goals of T.M. seem similar to Psychosynthesis, but the latter has much more work with personality development and integration, while T.M. targets its work directly to the "center."

Psychoanalysis ala  
Sigmund Freud

Assagioli (founder of Psychosynthesis) seems to agree with Freudian conceptions of the subconscious, yet feels that this system is limited in not exploring the higher aspects of humanity. Practitioners of Psychosynthesis deal with materials from the lower conscious, but only as they emerge and interfere with progress toward higher development.

Other examples of subobjectives which were used to build learning exercises can be found in the goals and objectives compilation for the curriculum found in Appendix B.

### Methodology

OPERATIVE STEP TEN: Developing criteria and measures of those criteria.

Develop criteria or standards by which achievement of aims can be measured, then create and test the measures of those criteria (evaluation devices).

To complement each goal, objective, or subobjective, one should determine standards by which the accomplishment of that objective can be judged. Oftentimes the objectives themselves clearly suggest criteria or standards. This is especially so when objectives are of the learning opportunity nature (e.g., objective: student has access to a resource library containing 15 references on behavior modification criterion: existence of such a library). In other cases, however, the relationship between objectives and criteria, or benchmarks is less natural. Currently there exist no pre-established, accepted rules for the development of humanistic education standards (or assessment techniques to somehow measure these). Each situation must be examined individually. With that in mind, the following considerations dealing with establishing and evaluating criteria and measures of those criteria are provided so you can more easily produce your own solutions to assessment problems. Remember, once again in this step you may want to legitimately pass this task on to the teachers or the learners themselves. Especially, of course, if they designed their own teaching-learning strategies.

### Background

Oftentimes objectives suggest the criteria and measures or observational devices by which the criteria can be measured. In the same way, sometimes existing standards or criteria can suggest needed objectives or subobjectives. Both these processes occurred when completing the format



sheets on Objectives, Criteria and Measures of criteria found in the methodology.

### Examples

A few examples of criteria and measures of criteria taken from the format sheets now follow.

#### Example A

Goal - Person understands meaning of "self" experience

Objective - Relationship of that experience to Psychosynthesis theory is understood.

Criteria - A. Narrative description is provided

B. Person mentions relationship in evaluation feedback

Measures of criteria - A. Existence of narrative

B. Observation of evaluation reports

#### Example B

Goal - Person observes changing nature of consciousness by observation of the mind stream

Objective #2 - Person experiences varying nature of the mind stream

Criterion - Person reports this experience

Measure of criterion - Direct observation of evaluation forms

### Methodology

OPERATIVE STEP ELEVEN: Testing individual learning sequences.

Determine the effectiveness of elements produced to the fullest degree resources allow.

This step involves the assessment of the components which have been generated thus far. Oftentimes this entails field testing activities and exercises with small groups of persons. The number of activities tested, as well as the number of times each unit is tested, will depend on the availability of resources as well as the philosophy of the persons involved in that some persons may choose to field test the elements intensively, while others may delay field testing until a single model has developed. The decision rests with the persons involved, as little evidence is available clearly showing the advantages of one approach over another.



## Background

As exercises are developed they can be individually tested for flaws. A test, of one sequence by one person, can be of significant developmental importance. This step is particularly meaningful when using the methodology for building humanistic-psychological education curricula by oneself. For this step forces one to expose one's products to an outside critic.

## Example

To complete this task an examination of cognitive or skill oriented individualized instruction systems from an evaluation perspective was undertaken. However the content focus and high degree of sophistication of systems like IPI (Individually Prescribed Instruction) Glaser, 1966, or CAI (Computer Assisted Instruction) Suppes, 1966, diminished their utility.

Informal assessment techniques were used instead.

For example a subject was given the first complete tape and workbook unit produced. His reactions to this caused modifications in all aspects of the programming. His comments indicated that the taped segment itself was excellent, but of a nature that did not lend itself to immediate written processing of that listening experience. Thus flexibility of processing was built in throughout.

This step, it should be noted, was underplayed during the developmental effort. Because of the interrelated and sequential nature of the learning activities, most testing resources were set aside for testing of the package in its entirety.

## Methodology

### OPERATIVE STEP TWELVE: Describing teacher training variables

Describe the necessary knowledge and skills a teacher would need, and provide a teacher manual

Many practicing teachers lack a suitable background in humanistic education. Either this gap has to be filled or accounted for. This does not mean that the teacher needs to be completely familiar with the field of Humanistic Education, only with that area congruent to the focus of the curriculum. Further the teacher may not actually "teach" the material and thus need only be familiar with it.

To bypass the administrative and psychic hardship of extensive teacher training, many instructional products are being conceived in terms of instructional media.  
(Baker, 1973, p. 261)

However, the curriculum developer should be aware that in using psychological education programs, painful and sometimes embarrassing material can surface from the student, and the teacher should be able to deal with this. Thus, if extensive workshop, or encounter group preparation is required, this should be indicated in the teachers manual accompanying the curriculum (See Appendix B for the format of this).

## Background

Partially in order to avoid the psychological, economic and bureaucratic problems entailed in teacher training programs, the curriculum "Who am I?: Another answer" was conceived of as a self-instructional internally complete learning package. Thus the teacher training variables mentioned in the appendix to the Methodology are inappropriately to this effort.

Teacher training in the form of expanding awareness of the teacher in regard to the content of the curriculum is provided by the material precedent to the curriculum package per se. The introduction within the

package serves this purpose as well. The reader is referred to both these sections in Appendix B for an in-depth examination.

## Methodology

### OPERATIVE STEP THIRTEEN: Describing the physical requirements

Describe the necessary and recommended requirements for implementation of the curriculum in terms of personnel, spatial conditions, and media resources.

In addition to a listing of books, articles or tapes inherent within the curriculum, indication should be made of the other requirements for the program. A well lighted open area with room for movement might be needed, a sound system might be required, one teacher or teacher's aide per five students might be suggested. All these should be described in the User's Manual resulting from the Completion of Appendix B.

## Background

More often than not, humanistic-psychological education programs are best implemented outside the classroom or in non-traditional classrooms. Oftentimes materials other than books, notebooks, pens and pencils are called for. The student teacher ratio may need to be smaller than the average one. The problems caused by these physical needs can be alleviated by being aware of them in advance.

A concern for physical requirements was cited earlier when discussing the inter-relationship between the learner--the activity--and the environment. This relationship is underscored by noting the locations chosen by Arica (a spiritually oriented educational enterprise) for its intensive, forty day, summer residential learnings in 1975. These are Caribbean Sea (in Puerto Rico), Vancouver Island, Northerwood (Ashland, Wisconsin) Colorado (Dunton Hot Springs) Maui, Hawaii, Narragansett Bay,

New Mexico Mountains, Vermont, Popoyan, Columbia, and Arica in the Redwood (from an Arica publicity brochure, 1975).

### Example

The materials necessary for the completion of the package are described in the introduction to that package, these include: workbook and tapes, a cassette tape recorder, availability of a quiet spot, and about twenty hours of the individual's time.

### Methodology

#### OPERATIVE STEP FOURTEEN: Developing a prototype

Primarily this step is concerned with the sequencing and packaging of instructional activities.

There are many ways in which this step may be implemented. The approach is heavily dependent on the focus inherent in, or superimposed upon, the materials already developed. One may find that a sequencing strategy almost leaps out at them from what has already evolved. If this does not occur the work of Posner and Strike (1974) help one determine a focus and methods of integration most suitable to her/his purposes.

Posner says that curricula are generally structured in two ways. The first being quantity as determined by the commonality and temporality of the component elements. The second being quality which he says might have five foci (overwhich might be superimposed Gagne's heirarchies of competence notion). These five organizing structures are:

1. world related bases
2. concept related basis
3. Inquiry related basis
4. Learning theory related basis
5. Utilization related basis.

It might happen that none of these structures is right for the material which has evolved. For instance, perhaps the materials will

be almost entirely determined by the subject. If this is the case, then perhaps sequencing the exploration of this material should be left in the hands of the subject.

### Background

"The basic reason for sequences of instruction is simply that the desired learning cannot take place all at once, and therefore must be designed so as to occur in a series of 'steps', in other words, in a succession of individual occasions" (Gagne and Briggs, 1974, p. 99). Developing a prototype initially involves deciding how composite parts should be fitted together. Packaging the product for effective dissemination is the second task.

There are many avenues to sequencing. The five cited in the explanation are only five out of many. Psychological versus logical is another differentiation used. The nature of the sequencing strategy is once again related to the three way interaction between the learner, the activity and the environment.

### Example

Many sequencing strategies were employed to build "Who am I?: Another answer." The developer would find it very difficult to specify or document the exact processes used to create the overall result. Many sources were read for ideas, the learner--activity--environment variables were combined, intuition was called upon, an outside opinion was solicited (from Don Mastriano, previously mentioned colleague of Assagioli). Finally after this check with an outside source a sequence was determined.



This order; in which one initially experienced the final goal (after Gagne, 1965), then had it reinforced, remained virtually intact throughout the developmental process. Future modifications will be made on the basis of field-test data.

The variety of approaches used to accomplish this task may be of interest to the reader, as many of the productive ones called upon the internal resources of the developer, rather than pre-existing sequencing strategies.

One such technique was a fantasy in which the developer when through a relaxation technique and imagined himself as an instructional sequence. Some "I am's . . ." evolving from this exercise were:

1. I am proceeding from simple to complex.
2. I am proceeding from the concrete to the abstract.
3. I am proceeding from the specific to the general.
4. I am proceeding from the general to the specific.
5. I am flexible.
6. I am practical.
7. I am tied to an individual's interest-growth cycles.

A similar exercise was performed to elicit packaging variables--the second class of concerns in this step. The technique was problem solving by analogy (a modified use of a technique described in Synectics (Gordon, 1961)). In this case a package of gum was looked at in terms of its attributes--some of these were:

1. sweet inside
2. best eaten in small bits
3. it (the gum) stretches with use
4. you can see the whole
5. has a name
6. is in an "attracting" wrapper
7. costs money
8. sold in a vending machine
9. description of contents is on the outside
10. it's colorful

Most of these attributes were in whole, or in part, utilized in the final product, e.g., colors were used for evaluation sheets, the curriculum has a somewhat unique but descriptive title, it is flexible can be stretched by individuals using it, and it's "sweet" in that it has positive reinforcers built into it.

## C H A P T E R   I V

APPLICATION: TESTING, RE-DESIGNING AND  
DISTRIBUTING THE CURRICULUM

The final management point and the final operative stage are discussed herein. This section is brief, not only because these two phases are of limited size, but also due to implementation of the application stage being unfinished at the time of this writing.

## MANAGEMENT POINT C

Methodology

Once again you are at a point where you can step back from your role as actor in the curriculum development drama, and "try on" some other parts. Be the producer or director and look at how the play is going. See how well things went in Act IV (prototype development) and visualize what will be required for Act V when the whole product is put into operation.

Certain guidelines and suggestions are contained within, but of course these can't be complete. You are again urged to look at your own special circumstances . . . and proceed accordingly.

Background

The rationale for this management point is similar to those for the previous two points. Curriculum building means more than designing aims, building exercises, or testing the curriculum. All these processes should be planned, implemented and later tested for effectiveness. Furthermore, resources are required for the construction of anything; attracting and managing these is a part of the building process.

### Example

It is difficult to wear two hats simultaneously, or even consecutively. However, this feat must be somehow managed when attempting a project such as curriculum development by oneself.

The most crucial management role at this point involved not evaluation, or proposal writing, or planning but supervising. The executive was becoming lax with the worker--the worker having many good excuses, like, "I've done so much already," or "I just can't get into it, better if I take a long vacation then return to the task." Eventually these problems were surmounted.

### Methodology

MANAGEMENT POINT C, STEP ONE: Obtaining additional resources.

This is an optional step, or if you prefer, a more optional step (as all steps have a tentative quality). If you desire to augment existing resources consider these points:

1. Decide what types of resources are most necessary for you to continue. For example, you may need more time, extra personnel, flexibility in your own schedule, materials, extra dollars, new supplies, expertise. . . .
2. Consider under what conditions you might acquire such resources. What do you have to barter with?
3. Write proposals, make personal contacts (refer to the proposal generation references listed earlier).
4. Create or maintain enthusiasm for your efforts . . . keep moving!

### Background

If we compare building a curriculum to building a housing development, we can find many similarities. Both must be designed, both must be

monitored, ideas must be communicated to the outside community, and, of course, resources must be obtained and managed.

In the same way that housing development is effected by cost-overruns, and changing external conditions, so is curriculum development. Resources must frequently be checked. This step is taken from management systems that recognize this fact of life.

### Example

The primary resource used in developing "Who am I?: Another answer" was the developer's time. He had to constantly expand this resource past his estimations, however the job was eventually completed. Discussion of this problem of dealing with one's own time as a resource is found in Chapter V in which the application of the curriculum building methodology in its entirety is discussed.

### Methodology

#### MANAGEMENT POINT C, STEP TWO: Recycling through Relevant Management Strategies

The following procedures have been spelled out in earlier portions of the methodology. They are now listed as reminders of recurrent tasks and issues which must be continually dealt with.

1. Evaluating (Management Point A, Step Four)
2. Reallocating Resources (Management Point B, Step Two)
3. Planning Next Steps (Management Point B, Step Three)
4. Thinking about Recurring Issues (Management Point B, Step Five)
5. Communicating your progress to others.



Merely reading over this list is not enough. Consider each of these functions. Are they being carried out effectively? Should any be modified? Should some of them be attended to right now?

### Background

The background of this step is the same as that for this section, which is in turn similar to that for the previous two Management Points. This similarity points out the cyclical nature of the management process. Combining reflection with action is unnatural to many, thus the constant reminders via the methodology.

### Example

The major focus of this point in the actual development of "Who am I? . . . " was the issue of communication. Others were told about the project, and helpful advice, or offers of help during the field testing portion were received.

### Methodology

MANAGEMENT POINT C, STEP THREE: Negotiating for a full scale application of your product.

Secure commitment from a suitable community for the implementation of your curriculum. This step is directly related to the Point B management step wherein potential test communities were identified and contacted.

Do this in whatever manner best suits you. In securing a test community, emphasize the strengths and unique features of your program. Describe the benefits for them. Accent the positive, but be realistic.

## Background

It is important that the test community match the intended audience of a curriculum. Baker (1973) discusses how a mismatch of test subjects with intended subjects can cause unnecessary or undesirable modification to the educational product.

Commitment is a key word for much curriculum development within humanistic-psychological education. Many exercises can be pleasurable and arousing, but serious practitioners are generally concerned with somewhat longer term benefits. To obtain these benefits people must often push themselves or be pushed beyond certain limits. Obtaining commitment in advance from a test community can help insure cooperation from its individual members.

## Example

Negotiations were carried out with three individuals for testing of the curriculum. The reason for this small number of participants will be discussed in later sections.

## Methodology

MANAGEMENT POINT C, STEP FOUR: Designing an Evaluative Strategy for the Entire Operative Model

Evaluation thus far has focused on the developmental processes, and on components of the whole package which have emerged. In this step a strategy which looks at the entire package will be created, based on the individual nature of that package.

## Background

Evaluation devices will differ according to whether they are of a formative or summative nature. The evaluation strategies discussed up until now were mostly of a formative nature. These measured the efficiency and effectiveness of the processes used in development and the partial products which were created.

The evaluation strategy for the entire operative model combines formative evaluation of each act as it is completed, with a comprehensive summative evaluation.

## Example

The formative evaluation strategies used after each act were kept very simple. They were printed on colored paper and were designed to be handed in after completion of the package. These sheets solicited the Act number, the respondents name, the date, time required to complete the Act, general comments, suggestions for improvements, and comments on strengths and weaknesses.

The summative evaluation reflects the phenomenological bias of this particular type of curriculum. A brief interlude on why this is the means of approach used now follows.

One way of conceiving the world is to divide it into the umwelt (the external world of objects and societies), the mitwelt (the interpersonal world of relationships) and eigenwelt (the "intrapersonal world") (Otto, 1968). These categorizations imply three evaluative foci: umwelt - outside evaluation of an individual by norm referenced or standardized

measures; mitwelt, a group evaluation of a person, or individual evaluation of a person (say by a friend), and eigenwelt, self-evaluation of a person's performance.

It would be optimal, in almost all circumstances, to collect data from all these sources. However, due to resource limitations, a preference has to be made. Because of the internal focus of the curriculum, the last area, eigenwelt was selected.

The summative data collection tool was in the form of a self-report questionnaire. The main source of this questionnaire was the Fortune/Hutchinson Evaluation Methodology (Hutchinson, 1973). The steps in this process (with the exception of 5, 6, 7 and 8) were completed either by the author working alone, or in cooperation with Mastriano.

The original questionnaire was designed for use within a workshop. The final questionnaire for this curriculum was designed to closely parallel the original instrument so that comparisons between modes of presentation could be made.

The steps taken in creating this questionnaire were:

1. Applying the Operationalization of Fuzzy Concepts (Hutchinson, 1970) which resulted in seventy four objectives.
2. Applying a modified version of the Goals Process (Benedict, 1973). This exercise was targeted toward eliciting potential objectives from Psychosynthesis literature. This added thirty seven elements bringing the total number of objectives to one hundred and eleven.
3. Combining, abstracting and eliminating objectives until a manageable number of the most important and meaningful ones could

- be selected as sources of standards of accomplishment.
4. Transforming these goals and objectives into test items.
  5. Soliciting the opinions of twenty educators and subject area experts (completed by Mastriano alone).
  6. Revising the instrument based on feedback (completed by Mastriano alone).
  7. Rechecking the instrument with ten of the individuals mentioned earlier (completed by Mastriano alone).
  8. Employing the resultant tool to measure the success of a workshop designed to achieve purposes similar to those for "Who am I?".
  9. Modifying this instrument based on: its effectiveness during the workshop and the differences between the workshop and workbook formats.
  10. (Planned) Making modifications based on application of the instrument. This instrument is found as Act XIII of the play "Who am I?: Another answer" in Appendix B of this document.

#### OPERATIVE STAGE V: APPLICATION

#### Methodology

Within this stage, the curriculum, as a single unit, is applied within a natural environment. Data are collected in regard to its effectiveness (Step 15), the package is revised and recycled (Step 16), and dissemination efforts are continued (Step 17).



## Background

After the prototype model has been created and tested in part, it must have the final assessment: application within a natural environment. Given adequate pre-application development and planning, this stage will require little from the producer in terms of direct energy or capital resources (unless of course the test community is large and is not paying for materials used). However there may be a large amount of calendar time involved. The curriculum may not be implemented on schedule. Large scale revision may be called for, and of course diffusion efforts can be extended almost indefinitely.

## Methodology

OPERATIVE STEP FIFTEEN: Applying and Evaluating the Curriculum.

The entire package is applied in a suitable situation and evaluative data are collected, analyzed and interpreted.

The developer must again wear two hats, one to direct and modify the application of the curriculum, another to determine the effectiveness of the package. In this step, where events are so unpredictable, no suggested procedures are supplied.

Given that earlier steps have been successfully completed, this operation should flow easily, and while it may consume much calendar time, your tasks primarily revolve around maintaining an observer role. Many times you will feel torn between immediately revising aspects of the program (based on incoming feedback) and allowing it to play itself out, as developed. This is another fine line which can be negotiated only by you.

## Suggested Procedure

Maintain a relaxed attitude.

### Rationale

These are almost always unforeseen variables, which arise as a curriculum is applied in the "real world." Openness, flexibility and detachment (not to be confused with lack of interest) are prime virtues. The more you are able to "disidentify" from your product the more capable you will be of making appropriate modifications.

### Background

The first application of the curriculum in most cases should be the simplest possible. If there are any major gaps they can be identified with a small input of resources (Coffing, 1973). The results of this limited field test can help the developer to decide whether further curricular modifications are necessary, or, whether the curriculum should be applied in another setting.

Community support should be solicited during the application stage as well. If all persons involved with educational decisions can be brought together then the curriculum stands a much better chance of being judged fairly. Some of the decision makers to consider are, according to Gilchrist and Roberts (1974): teacher, parent, evaluator, student, citizen and administrator (p. 86).

### Example

The first field test of "Who Am I?" was intentionally small. All persons met the criterion of interest by virtue of their initiating the suggestion that they be field test subjects.

At the time of this writing, no comprehensive compilation of data has occurred, only informal data passed on to the developer as the subjects were experiencing the package.

When the data has been collected a decision will be made in regard to revision or an expanded field test. Also comparative analyses will be conducted concerning the effects of the workbook mode versus the workshop mode.

### Methodology

#### OPERATIVE STEP SIXTEEN: Revising and Recycling.

Based on evaluation data, modifications to the curriculum are made.
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Upon what criteria should one base revision efforts? According to Baker (1973), there exist no generalizable rules for revision. Given the single product resulting from this curriculum design system, we are somewhat at a loss for comparative data. Basically as a result of the previous steps we will know what was supposed to occur and what did occur so we can gauge the discrepancy between these two facets of the product. However, we know little about the value of this product versus another designed to achieve the same ends. Given the state of humanistic-psychological education curricula, this ignorance is not crucial. For this field has to start somewhere, and the mere documentation of intended effects may be seen as a significant step forward.

Revision is done in order to maintain the same results at a lower cost, or raise the performance level at the same (or lower) cost. While most literature focuses on the empirical data gathered from evaluation, the role of judgment and exigency is present in most curricular decisions, and should be recognized and then incorporated into the revision cycle, as we should be dealing with what is, not necessarily with what ought.

### Background

According to methodological development theory, systems are, or should always be, in the process of modification as they are applied in new time/space situations.

### Example

The curriculum on psychological development is likewise in a constant process of change. In addition to such changes as would occur when people respond to the request for additional pertinent references (which is built into the curriculum)--test subjects have already volunteered additional quotes, and other outside but related reference sources.

These modifications will be made along with other substantive ones as the need for them is indicated. Procedural changes will also accompany the analysis of field test feedback (either following the first round of testing or later, after more comprehensive efforts).

While analysis of input is largely structured by the evaluation mechanism used to generate the data, the developer feels sure that other unexpected information will be supplied. This unexpected input will be processed according to the methodology wherein goals are recycled (added to, deleted, modified or their sequencing altered) objectives are recycled (in the same fashion) and finally activities are received.

### Methodology

#### OPERATIVE STEP SEVENTEEN: Diffusion

To be efficiently and effectively utilized, the curriculum just developed must be publicized. There are many ways to do this. One would be informal, person to person communication within a limited geographical region. Another would be a comprehensive, systematic, and creative communication system unbound by geographical constraints. The latter approach is preferred, if you as the developer want your curriculum to have maximum import.

## Background

In the interest of letting the public in on what educational researchers have discovered, congress has mandated a greatly increased diffusion/dissemination effort within federally funded projects (Report on Educational Research, 1975).

The stages involved in the diffusion process included within the methodology include 1) dissemination or spreading information about the existence of the product, 2) demonstration of the product or process for the consuming audience, and 3) facilitation of adoption (Worthen and Sanders, 1973).

## Example

"Who am I?: Another answer" has been "advertised" on a fairly limited basis. Most persons informed about the curriculum have requested a copy. However, the developer has not the resources for free provision of the package, and currently wants to delay wide scale distribution until revisions can be made.

Most informal dissemination was carried out in the earlier stages of development as a means of attaining feedback on progress to date, as well as to solicit subjects for the field testing stage.



## C H A P T E R   V

A GENERAL DISCUSSION OF THE APPLICATION OF  
THE CURRICULUM DEVELOPMENT METHODOLOGY

This section focuses on implementation problems and successes. Rather than being a review of each step and substep of the methodology as it was employed in building "Who am I?: Another answer" the following is a description of those tasks which were carried out that were particularly useful, difficult, or appear to be unique to this system. These issues will be discussed in chronological order, as they occurred in the building process. In addition to the prescribed processes, those activities which needed to be carried out which were not specified in the methodology will be cited as implications for future modification.

OPERATIVE STAGE I

A central focus of the first, introductory, stage of the methodology is an analogy between building a plan for self-improvement and building a humanistic psychological education curriculum. By making the topic of the analogy one's self, the developer hoped to involve the reader more fully. However, two reviewers of the methodology expressed a concern that they were at this point confused with the purpose of the methodology. Was it to build psychological growth programs for one's self? or for others?

This was addressed by the provision of a footnote emphasizing that self development of self programs were analogous to, and a subset of, humanistic psychological education programs, but that they did not

define the entire set of purposes for which the methodology could be used.

In addition to the introductory analogy, several cautions or points of explanation were laid out for the user of the methodology. One of these points deserves attention. "The writing is directed toward a person working alone . . ." (p. 6). Due to whatever circumstances; the nature of the process, the scope of the effort, or the psychological makeup of the producer, the producer of "Who am I?: Another answer" found the work to be tedious and difficult as an independent project. When others were involved work progressed more efficiently and, he believes, more effectively (at least for the author as the user).

A recommendation to others using the methodology is: unless one is working on a limited task, involve others, use the team approach to curriculum building. This suggestion relates to a fifth point raised in the introduction. "There is a fairly large time commitment involved in using the methodology in its totality."

A group effort can shorten the length of time one spends on a particular project. While distributing ones efforts on a project over a long period of time has the advantage of enabling one to see his or her efforts from a number of perspectives; this advantage was outweighed in the producer's case by his becoming "stale" as a result of dealing with the same basic material so often.

#### OPERATIVE STAGE II: SCREENING YOUR INTENTIONS

The primary screen offered to the user in regard to whether he/she wished to continue with the methodology was a consideration of the

interest a person had in the product/process which was to be built. The developer of "Who am I? . . ." had this interest, and he believes that the importance of this criterion for continuation was reinforced as a result of his efforts. Interest sustained him during the most tedious times, interest provoked him to seek out others who might offer assistance, interest kept his developmental activities going beyond the limits necessary for academic accreditation of his work.

There were three lesser screens to which the developer was exposed within this second stage. These were for content, scope, and implicit purposes for development.

The developer found the initial screen of the three, a screen which limited results of the methodology's application to "programs which directly facilitate the learner's psychological growth" (Weinstein, 1974) helpful in that the package which resulted could be categorized. This categorization could in turn facilitate dissemination. This addresses the value of the screen after the product has been developed, was it also valuable in initially limiting the content area to be dealt with (such that this methodology would be the best system to employ)?

The developer feels this limiting process is perhaps too strict. It appeared to him that the processes could be applied with slight modification, not only to other discipline areas with Humanistic Education, but also to many of the topic areas of education in general. Particularly newly emerging topics such as ecological awareness, or areas within the arts which emphasize participation by the learner seem to be relevant to the methodology.

The second step of the screening process entailed defining the scope of one's intended efforts on a scale of intents ranging from designing a single topic lesson to building an entire educational enterprise. The advantage of pursuing this step is similar to that of the preceeding step--it enabled the developer to locate the scope of his efforts on a defined continuum.

The third and final screening step asked one to consider one's implicit purposes for development. This proved beneficial for the developer in that it made him aware that he was not engaged in a traditional research project.

#### MANAGEMENT POINT A

This phase provided the first structured opportunity for the developer to distance himself from the process of designing curricula, and to look at some other non-developmental aspects of the task at hand.

The two most significant tasks within this management point were the identification and allocation of resources, and consideration of future evaluation devices.

In retrospect, the developer sees the difficulties in the identification, allocation and subsequent utilization of resources. Some of the resources identified weren't employed, time lines weren't met, and as a result the effort became spread out over a much longer period than was originally intended. He believes that systematic resource generation and utilization is of major importance in efficiently developing products; however, he makes this statement from a hindsight perspective. Those times when he limited his efforts to the budget he had earlier set down

for himself were most fruitful. For even when all tasks weren't completed in this time or using only those resources listed; he was able to go back at later times and finish with relative ease.

The second important issue dealt with in this management point was evaluation. The most valuable aspect of this for the developer was that he obtained reinforcement for using informal but "real" methods to collect data for decision making. He encourages others to make use of informal discussion, working with people on a one-to-one basis as they try out partial products, or merely checking off activities as they are completed as valid evaluation tools. Another issue which surfaced as a result of exposure to the evaluation step of Management Point A (and Point B) was that he now believes that developers themselves are the best source of data for both formative and summative evaluation. In his individual case he found that to obtain objectivity he had to counter over-criticalness rather than leniency concerning judgments of merit.

The main problem he encountered doing evaluation was that he did not follow through on all evaluation strategies he designed. For him, evaluation is still unnatural. That "evaluation at the wrong time can stifle productivity" was the excuse he offered himself, and is still unsure about the legitimacy of this claim.

In the optimal curriculum development schema, he would use an evaluation consultant with expertise, interest and enthusiasm in the content area. This person would maintain his or her role as evaluator but also he would be encouraging and positive.



### OPERATIVE STAGE III: DESIGNING AIMS

This included four steps: articulating goals, justifying the goals, describing the client population and then selecting those goals which would be used as curricular targets. The two steps this section will focus on are, articulating goals (Step Four of the methodology), and justifying those goals--Step Five.

Whether the articulation of goals process is judged for the habit of mind it engendered, or whether it is examined in light of the products which evolved from it; the developer considers it to be crucial. The systematic thinking mode supported by this process is an invaluable aid when confronting an area (curriculum development in humanistic-psychological education in this case) which is not clearly defined. As he encountered areas for which processes were not explicitly provided, he could ask himself; "what is the purpose of this particular effort?", "what are the implications of that purpose?", "how might these implications be arranged to achieve the purpose?", and subsequently obtain satisfactory answers.

The products which evolved from the step, the goals, were generated and re-generated. By having a simple yet effective process by which intents could be articulated he found it relatively easy to check out his ends, and reformulate them if and when necessary.

The actual goals which evolved served his purposes well. He knew where he wanted to go. He was provided with standards by which this progress could be monitored, he had indicators he could cite and say "This is what this curriculum can help you accomplish."

Operative Step Five provides guidance for documenting support for the curriculum package which is to be developed. In the process of building "Who am I?: Another answer," implementing this step both gained and lost much for the developer. He gained exposure to many areas within psychology, religion, philosophy, and education; he lost much time. This step can be expanded indefinitely, or it can be followed in order to briefly and succinctly provide a rationale of why one curriculum should be chosen over another.

An implication of his experience is that anyone using the methodology should keep in mind the implicit purposes one has for development. If one is producing something for others which must be completed within a pre-specified time frame, then one would do best to briefly cite supportive evidence. On the other hand, when one is one's own client, and that person desires the best possible product with little consideration for time or energy consumed by any processes, then resources expended here are very valuable.

A suggestion which the developer followed, which he recommends to future users, is that even when you have collected a large amount of information and evidence; refine this and present it as briefly as possible, with the knowledge that you can expand on any concerns in personal meetings with potential users.

#### MANAGEMENT POINT B

This phase is made up of six steps. These steps are: 1) reviewing your evaluation effort, 2) reallocating resources, 3) planning an approach to the next set of operative steps, 4) planning an evaluation function

for the next section, 5) thinking about recurring issues and 6) locating and negotiating for a suitable testing environment. The evaluation, allocation of resources, and planning processes were not particularly noteworthy in terms of strengths, weaknesses or uniqueness. The "thinking about recurring issues" and "locating and negotiating for" a testing community steps will be highlighted.

Like a bad penny, the recurring issues cited in the methodology did surface more than once. And like the effects of a bad coin, the impact of undesirable or unpredicted occurrences can be alleviated by being watchful for these instances. The user found each recurring issue listed important to bear in mind as it would effect developmental activities. He did not clip and post these items to be aware of, however he was mindful of some of them. For future applications he recommends actually clipping and posting these, along with the attributes of humanistic learning experiences, at his workspace for constant visual display. The advantages of this public display are twofold: a) conscious inspection of them is more likely if they are visually present at all times (this may result in specific activities to act upon specific issues), and b) the unconscious, through its unique synthesizing abilities, can blend, and integrate these potential sources of problems and thus facilitate conscious problem solving when this is required.

The step involving the selection of a test community likewise served two important functions. Not only did doing this work help in later solicitation of candidates to experience the curriculum; it (the population) also served as an imaginary audience to whom he could address his writing. This enabled him to avoid thinking only of the abstract

qualities of his target population, characteristics such as those identified in Operative Step Seven--describing the target population.

#### OPERATIVE STAGE IV: PROTOTYPE DEVELOPMENT

This is the most lengthy and complex of the curriculum building stages. Again, within this section, as within this chapter, not all developmental tasks will be addressed. Those perceived to be of particular merit, or those which were found inappropriate or insufficient will be selected and discussed.

Throughout the methodology the user is encouraged to be flexible. Nowhere was this suggestion more widely used than in this Stage. The developer believes that this flexibility is good, that it inspires creativity, and helps keep one from blaming a strategy or process because it is not exactly what one would like to have. It also makes the methodology more reality based.

Operative Step Seven accents the system's flexibility by being solely concerned with helping the developer create and maintain a positive attitude about the process. Indications of how some of the suggestions for positivity were used were listed earlier. Here the developer would only like to accent the importance of this step and suggest that others use it.

In the future, he recommends that the methodology be modified by placing this step at the beginning of OPERATIVE STAGE TWO, referring to it frequently within the methodology, and expanding it as a step and by reminders throughout the document. These reminders could take the form of illustrations, proverbs or pertinent quotes.



Following the reminder that attitudes are important, and that suggestions for how helpful attitudes can be elicited and maintained, the methodology moved to a step involving the creation of teaching/learning strategies for goals and the breaking down of goals into their components when appropriate.

It was important to the developer to be aware that some goals are best transmitted at the goal level, that his analytic style was not always apropos to best accomplishing that which he wished to accomplish.

Another important finding resulting from this step was the understanding that the developer need not and probably should not design strategies for the accomplishment of all goals. That learners or teachers may not only have better plans, but more investment in their own plans. Additionally, an awareness was gained that these persons may also know strategies for the creation of teaching/learning units.

The developer is unaware of the value of the methodology in regard to the breakdown process it presents. This is due to the developer's prior familiarity with the process.

He found the suggestions for designing teaching/learning strategies somewhat useful, but feels that more substance should be provided in this area. For instance, strategies for designing learning experiences within the cognitive, skill oriented disciplines can be found. (Gagne and Briggs (1974) offer such a system based on learning theory principles.) These systems appear to be absent when one enters the field of psychological education. While many specific exercises and activities can be found in this realm, documented strategies for their creation are rare. Perhaps rigid systems are inappropriate within this area, but it seems



that flexible systems, or sub-methodologies would be appropriate and welcomed in the field.

Also within this step, attributes of humanistic learning activities (Weinstein, 1974) were presented. These were useful, as was suggested earlier more at an unconscious than conscious level. To make these more conscious, if that is desired, the developer suggests periodic referrals to them in the methodological document or cutting them out and placing them around one's workspace.

Operative Step Ten, called for the generation of criteria by which objectives could be judged, along with measures of those criteria. This step was performed, in actuality, more as a part of Step Nine than as a separate task. This happened because the developer found that in most cases after objectives were clearly delineated, criteria for the measurement of them, as well as actual measures more or less automatically suggested themselves.

On the negative side, he found that the mechanical process of listing goals, objectives, criteria, and measures of criteria was a very dull job. Others are advised of this and he suggests that especially in this step, one devise some rewards for oneself.

The following summarizes development within Stage IV. This Stage included: Step Seven: Creating a positive attitude, Step Eight: Teaching learning strategy development/breaking down goals, Step Nine: Teaching-learning strategy development/breaking down objectives, Step Ten: Developing criteria and measures of those criteria, Step Eleven: Testing individual learning sequences, Step Twelve: Describing teacher training variables, Step Thirteen: Describing the physical requirements,

and Step Fourteen: Developing a prototype. It was at various times the most exciting and the most boring stage; it was the most creative and the most mechanical; the list of opposites could go on. Suffice it to say that here is the core of curriculum development, the stage for the curricular artist, and the curricular technician. The developer believes there to be no totally prespecified pattern which can be followed that will result in learning opportunities which are humanistic in both means and ends. He also believes that the methodology provided him with sufficient resources to complete the task in an acceptable fashion.

#### MANAGEMENT POINT C

Some MANAGEMENT POINT C processes were carried out before the development had actually reached this phase. Specifically, a summative evaluation questionnaire had already been composed by the developer who had worked with another individual on a similar project. This was in accordance with the methodology's often repeated advice to use materials which have already been designed if possible.

In addition to recycling through other relevant management processes this POINT also suggested that commitment be obtained from the test community. This was done relatively easily through informal agreement. Earlier communication with test subjects seems to have been a major help in this step. Future users of the methodology are advised to communicate with others frequently. For the developer, this communication helped in many areas, providing him with a test population obtaining advice; obtaining materials, and supplying energy.

He also felt some reluctance to emphasize evaluation as much as he believed necessary. This reluctance however, could be an indirect result of having such a broad exposure to evaluation that he was too "evaluation conscious," e.g., he may have been performing an activity and knew of a way of evaluating it but didn't have the resources to do this.

#### OPERATIVE STAGE V: APPLICATION

This stage has not yet been completed. This is both because some component processes, like dissemination, have an inherent ongoing nature, and because data from the first field test have not yet been collected and summarized. This data collection has been retarded for a number of reasons, these reasons will be briefly summarized below.

One of the implicit purposes for development was the use of the project for a dissertation. The creation of the dissertation within a reasonable time from (it took well over one year), held precedence over strict implementation of the methodology within original deadlines. It was possible to focus on the dissertation, rather than the curriculum, and this was done. The curriculum is currently being field tested, no less rigorously, but at a slower pace, than was originally intended.

## C H A P T E R   V I

## SUMMARY

This final chapter contains a restatement of the problem, a summary of what has already been presented, two sections on limitations (both of the methodology and of the study), and ends with implications for further study.

A Restatement of the Problem

Given the state of the art in the fields of curriculum development and humanistic education the following problem statement was generated-- there is a lack of systematic strategies for effectively and efficiently building humanistic psychological education curricula. This dissertation addresses itself to improving this situation in three ways: 1) by building a methodology for creating humanistic-psychological education programs, 2) by applying that methodology for the production of a type of curriculum, and in the process thereof, 3) illuminating, and to some degree, testing, the efficacy of the curriculum development methodology.

In addition to these three primary thrusts, the effort served other purposes, two of these others were: 4) to produce usable partial products, e.g., the referenced, annotated, categorized listing of forty four data collection strategies; a simple relaxation technique; a listing of precautions to be considered in doing transpersonal exploration, and 5) to apply systematic inquiry and development to areas which do not readily lend themselves to linear-rational approaches, e.g., methodological

development and humanistic education; objective based curricula and the transpersonal domain.

### Summary

The first chapter outlined the need for a systematic approach to curriculum building in the area of humanistic-psychological education. In this outline the author's search for a solution, or elements of a solution was described. Five major sources were identified, described, examined in terms of their strengths and weaknesses in relation to the problem area. These five sources were: existing humanistic education curricula, existing curriculum development strategies, management systems, evaluation approaches, and social science methodologies.

The final section of the first chapter provided an overview of what a solution set to the problem would resemble. The reader was advised that the actual product which emerged from the investigation could be found in Appendix A, under the title "How to build humanistic-psychological education curricula: A methodology." This methodology represents a comprehensive set of rules and procedures which would help enable a person to articulate a purpose (within humanistic-psychological education), test that purpose for suitability for the methodology, further refine those ends, translate them into learning experiences, evaluate their effectiveness, package them into an appropriate unit, test this entire unit, and disseminate information about the existence and effectiveness of the resultant curriculum.

Early in the second chapter, the reader was also advised to examine Appendix B, which is a curriculum which resulted from an application of



the methodology in Appendix A. This curriculum is entitled "Who am I?: Another answer" and represents an attempt at building on objective based curriculum in the transpersonal domain (the transpersonal as compared to the cognitive, affective and psychomotor). As suggested by the title, it is also aimed at a certain aspect of self-knowledge--in fact it is targeted toward enabling a person to experience his or her self in another way, as a center of pure consciousness, and further to be able to identify with this center rather than with the periphery of experience as one normally does.

It was felt that the mere provision of these documents was insufficient to describe the interface between the two. Therefore, in chapters two, three and four, the reader is provided with elements of the methodology (stages, steps, and substeps), and examples of what evolved through application of those elements (in the form of pieces of the curriculum "Who am I?: Another answer"). Thus the person desiring to build humanistic-psychological education curricula has a) the methodology, b) an example of one application of the methodology, and c) elements of the methodology along with the curriculum parts those elements generated.

The fifth chapter further extends this pedagogic package by describing the overall process of the application with suggestions for improvement, or variation (this chapter also underlines the perceived strengths as well as the weaknesses of the system).

#### Limitations (a) of the methodology

(1) The methodology is not complete. It is extensive, in breadth, rather than intensive, in depth. It does not provide all procedures

necessary for completing each step. This comprehensiveness, rather than complete prescriptiveness was intended in an attempt to at least identify all necessary curriculum development functions. Users could then expand the suggested procedures, select alternative means of performing the functions, or create novel approaches.

(2) The methodology appears to be technical and, by the very format through which it is presented, linear and rigid. This limitation has been addressed by noting that the user should be flexible and creative in his or her utilization of it. Whether this message will survive its eight and one half by eleven inch medium has yet to be determined.

(3) The methodology has not been adequately evaluated. It needs to be tested over a variety of users and content areas. As was suggested earlier, some of these content areas might lie outside those defined by humanistic-psychological education. Not only should individuals with varying backgrounds be sought to apply the methodology, but also various sized groups should try it.

The testing which was done as the methodology was applied to build "Who am I?: Another answer" was targeted toward formative evaluation to guide development; not summative evaluation or field testing of the product as a whole.

#### Limitations (b) of the study

(1) The major limitation of the study was that the developer of the methodology for building curricula was also the person who applied that methodology to create a learning program. This developer-as-user application is potentially weak because of the unconscious "filling in" which

could occur. Thus this person might find a direction clear while others would falter over it. Submitting the methodology to review by outside specialists attempted to account for this deficiency.

This single developer-as-user approach also mitigates against a variety of perspectives being included in the final product. This weakness was alleviated to some degree by soliciting input from others concerning the content of the eventual product during early developmental stages.

(2) Because the intended outcomes of the effort were two products quite broad in scope, development (of the RDDE cycle: research, development, dissemination and evaluation) had to be emphasized at the expense of the other three. Of these remaining three, it appears that dissemination suffered the most. Not only because large amounts of resources weren't channeled into this area, but also because it is necessary to promote the concept of humanistic education itself to many audiences.

There are of course other limitations which could be cited about the study. The preceding two were cited as the major ones. To repeat, these were the single developer-as-user approach, and the breadth as opposed to depth of the inquiry which was required to create a solution to the problem under investigation.

### Implications for Further Study

Future endeavors related to this effort cluster into three groups. The first is working to extend the methodology for building humanistic education curricula itself. The second is related to developing other mini-methodologies for social science research and development. The

third group of future activities would center on applying, testing and modifying the curriculum which was developed.

These three areas will now be discussed individually, starting with ways in which the curriculum which was created: "Who am I?: Another answer" can be further refined. First, the learning package itself should be applied under a variety of conditions. It might be tried with individuals or groups; with old, middle-aged or young persons. It might be packaged more attractively and sold commercially. It might be employed as a part of humanistic education courses which deal either with self-knowledge, or the transpersonal domain. It could be used during pre-session training of persons about to undertake Psychosynthesis workshops (these could be for either personal or professional growth). As all these applications are undertaken, evaluation should occur. In addition to the above concerns related to "Who am I?:" which focus on the program's content, the self-instructional, combination tape and workbook mode of delivery can be investigated. An initial start in this area will be completed as soon as evaluation data about the impact of this learning program can be compared with one similar in content which was presented via a workshop mode.

The second general area of future investigation concentrates on the type of developmental system used. "Mini-methodologies" might be developed for areas in which no methodologies currently exist, or as modified versions of existing, more detailed social-science methodologies, like Evaluation Methodology (Hutchinson, 1970) or Needs Analysis Methodology (Coffing and Hutchinson, 1972). Eventually these mini-methodologies can be tested against full scale, more fully operational

systems. If they are proved effective then these "minis" they may help popularize a potentially valuable, but currently underused approach to research and development: social science methodologies.

The last topic to be considered for possible extension deals with the methodology itself. Further evaluation has to be performed as new applications are tried. More data for decision making needs to be generated for such issues as: are objective based curricula viable within the field of Humanistic education? How effective is this approach as compared with others in large scale operations . . . small scale ones? Where do modifications of the methodology need to be made? Is this system suitable for applications outside the immediate field of humanistic-psychological education? And, how effective are the curricula which result from this system?

The parent methodology, like its child, the curriculum, needs to be disseminated, possibly it should be published as a book, possibly as the starter volume of a series of "mini-methodologies" for social science research and development. This dissemination might also help generate resources which could be channeled into the necessary evaluation work cited earlier.



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## APPENDICES

## APPENDIX A

How to Develop Humanistic-Psychological  
Education Curricula: A Methodology

How to Build Humanistic-Psychological  
Education Curricula: A Methodology

Philip Brooks



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What's this material all about?

"It" is a compilation of procedures for designing learning experiences which accomplish humanistic-psychological education goals.

"It" comprehensively describes the steps necessary for this task, starting with the inception of a vague idea and ending with an application of the product within a natural environment.

"It" is unique in that it: (a) focuses on humanistic-psychological education and (b) describes, within one document, all basic curriculum design processes.\*

What's included? To answer this question imagine that you're using this system to create your own self-improvement program.\*\*

To start, let's say you've had a positive growth experience and want to incorporate that into your life. Or in another case, maybe you've been experiencing some tension, some conflict within yourself, and want to resolve this in a healthy way. In analyzing your situation, you've come to feel that the problem, or solution, is primarily psychological one, whatever that means to you.

So, for a first concrete step, you look around for some answer. You look first for pre-established solutions; but none of these seem to meet your individual needs, so you decide you'll have to build your own plan. But how do you go about this task?

---

\*Because it is extensive (in scope) rather than intensive (in depth) additional guidance for the completion of each step is afforded by references attendant to that step.

\*\*The purpose of the methodology is to create humanistic-psychological education curricula. While self improvement of self programs are a subset of this class, the methodology implies creating programs for others.

You eventually come across one such system (this one), but is it right for you? After reading about it in OPERATIVE STAGE I: INTRODUCTION, you are intrigued; this may be the most effective way of designing your psychological self-improvement. "But do my individual concerns--needs, desires, goals--correspond to those dealt with by this thing called a 'methodology'? Does the scope of my planned venture match up with the size of efforts a propos to this system?" These questions are dealt with by OPERATIVE STAGE II: SCREENING YOUR INTENTIONS.

Okay, you've decided that your purposes, both implicit and explicit as well as the size of your effort, align with the methodology; what next?

You would now encounter the first of three MANAGEMENT POINTS. Through these you are given suggestions for dealing with tasks which facilitate the completion of curriculum development procedures. For instance, facilitative activities might mean you have to find time to work (identifying resources), understand the design system (familiarizing yourself with the methodology), decide who is going to make decisions as you progress (does someone else want you to change, or is it you?). Also it might be helpful to plan each next set of operations you'll perform as you continue. Finally, through this and every management point, you're going to want to look at how you're going (as well as figure out how you're going to measure this accomplishment).

A lot of work! ...and for a product which will probably be more limited in scope than you originally envisioned. Because via OPERATIVE STAGE III: DESIGNING AIMS, after you've articulated your

purposes, given yourself reasons why you want to move in a particular direction, and determined which parts of yourself you want to work on, you'll have zeroed in on one component of the original broadly stated need area.

What now? Again, you'd sit back and look at where you've been and where you're going. Yes, another MANAGEMENT POINT. Also here you deal with recurring issues such as budgeting your time or communicating your progress to others.

OPERATIVE STAGE IV: PROTOTYPE DEVELOPMENT. At last, you're getting down to the real tasks of defining exactly what it is you want to do with yourself and searching for or building ways to do it. And, of course, you don't want to have techniques which don't work as parts of your overall program, so you test components as you proceed.

Finally, you have the package completed: your own self-improvement kit. However, you know that the whole is more than the sum of its parts. So, before you go to the next operative stage, you want to design means by which you can look at this package in its entirety and see whether its meeting those goals you set out for yourself earlier. This is accomplished through the third MANAGEMENT POINT.

Within the last phase, OPERATIVE STAGE V: APPLICATION, in addition to applying your program to yourself in your real life situation, you'll want to revise and rebuild it, all based on your evaluation of how well its working.

Sound like a complicated process? It can be. If you're considering building a psychological education curriculum, you should definitely pause and reflect on whether you want to go through with



it (via this system). Be cautioned, especially if you're working alone, that this can be a laborious process. So take the time now to consider your interest and the amount of energy you're willing to expend (or have others expend). Then if you're so inclined, read the first two Stages; and finally if you're still with it after all this\*,...



take the plunge.

Good Luck.

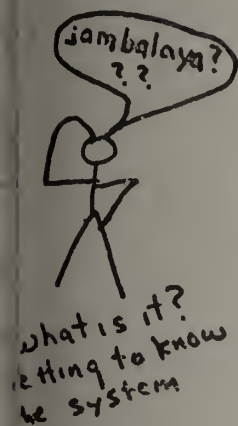
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\*Even if you quit here, you might have increased your appreciation of how much effort goes into a thorough curriculum development process.



# OPERATIVE STAGE I: INTRODUCTION

## STAGE I

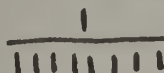


## STAGE II



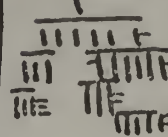
MANAGEMENT POINT A

## STAGE III



MANAGEMENT POINT B

## STAGE IV



MANAGEMENT POINT C

## STAGE V

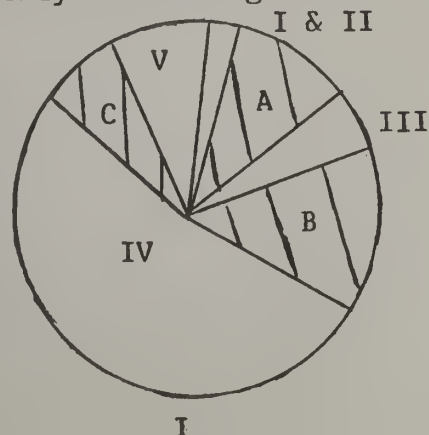


The introduction provides an overview of this mini-methodology, or set of abbreviated rules and procedures, for the accomplishment of a defined purpose. That purpose is to enable a person to translate humanistic-psychological education ideas and ideals into effective curricula (learning programs).

Time required for this Stage  
about 30 minutes.  
Have Fun!

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



## Overview

The general structure of this system was suggested earlier. To review, if you were to look at the table of contents, you would see a listing of 17 curriculum building steps which have combined into five sequential operative stages. Also you would see three Management Points, composed of a varying number of elements.

What you can't see is how the steps themselves are organized. Operative steps generally have this pattern:

NUMERICAL IDENTIFICATION: TITLE

DESCRIPTION

EXPLANATION

SUGGESTED PROCEDURE

RATIONALE

REFERENCES

Management steps are less precisely defined. They share this structure:

NUMERICAL IDENTIFICATION: TITLE

PROCESSES AND CONSIDERATIONS

Not all steps are described in equal depth. Sometimes this is due to the simplicity of that step's purpose, while other times just the opposite is the case. The step is so complex that all attendant procedures cannot be adequately described and so the user is referred to outside sources. On still other occasions, the alternative means of accomplishing the intent of the step are so numerous that only general guidelines are suggested, leaving much up to the judgment of the user.

There are a few additional points about this system which should be noted from the outset.

1. The writing is directed toward an individual, working alone, who is actively building a curriculum\* as he or she progresses. Please make allowances for this perspective if your case is other than that just mentioned.

This single developer approach is employed because it is the most simple to describe. While it has the advantage of simplicity, there are a number of drawbacks to this technique. The most important of these is that it has to be modified for group curriculum development efforts (the typical case). For instance, if there were a mixed group of builders and practitioners, important laboratory field feedback loops would be more likely to be used.

2. This system is not complete. Methodologies by their nature are incomplete as they are always being modified as realities change from application to application. This methodology is notably brief even within the field of methodological development. One reason for this is that fields of both curriculum development and humanistic-psychological education are in relatively formative stages. Therefore, we find many questions as yet unanswered in regard to theoretical underpinnings, accepted rules of practice, and even definition of terms. This brevity imposes a high degree of responsibility on the reader/developer. You will be constantly urged to think as you read; to use meaningful ideas; to discard the irrelevant; and to modify freely all

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\*Curriculum defined as an organized set of both intended and unintended learning opportunities and outcomes.

ideas, techniques, and suggestions which are not in alignment with your purposes.

3. It is written for persons with varying expertise in both curriculum development and humanistic psychological education. For the person expert in both areas, the listing of steps can serve as a useful "test of completeness" or exposure to alternatives. For persons with some experience in either area, the steps alone, with explanation and rationale, should suffice. Neophyte developers might profit by both reading this document and investigating the references provided with the steps.

4. Some of the terminology needs comment. For instance, throughout the document you will encounter the words teacher and student. Perhaps these should be enclosed by quotation marks. The teacher might be a person or any of a variety of teaching devices ranging from an audiotape to a workbook. (This point is addressed in more detail via step 8 where the mode of the transmission of intentions is discussed.) The term student should also be explained. For as used herein, the "student" might in some cases assume a self-teaching role; but it would be awkward to indicate this in the text.

Further you should be warned about the extensive use of the phrase "consider...." This use is due to the nature of the guidelines which, as suggested earlier, oftentimes require the readers judgment.

5. One final issue: There is a fairly large time commitment involved in using this methodology in its totality. This might preclude its use by, say, teachers directly involved with ongoing classes or persons who must otherwise direct great sums of personal energy.



Now, as a first step in using the methodology for whatever purposes, would you please take a few minutes to complete the following exercise. Be brief, spend no more than ten minutes on this task. You may wish to have a pencil and paper handy, as writing down your thoughts may be more helpful than just playing with them in your mind.

Instructions:

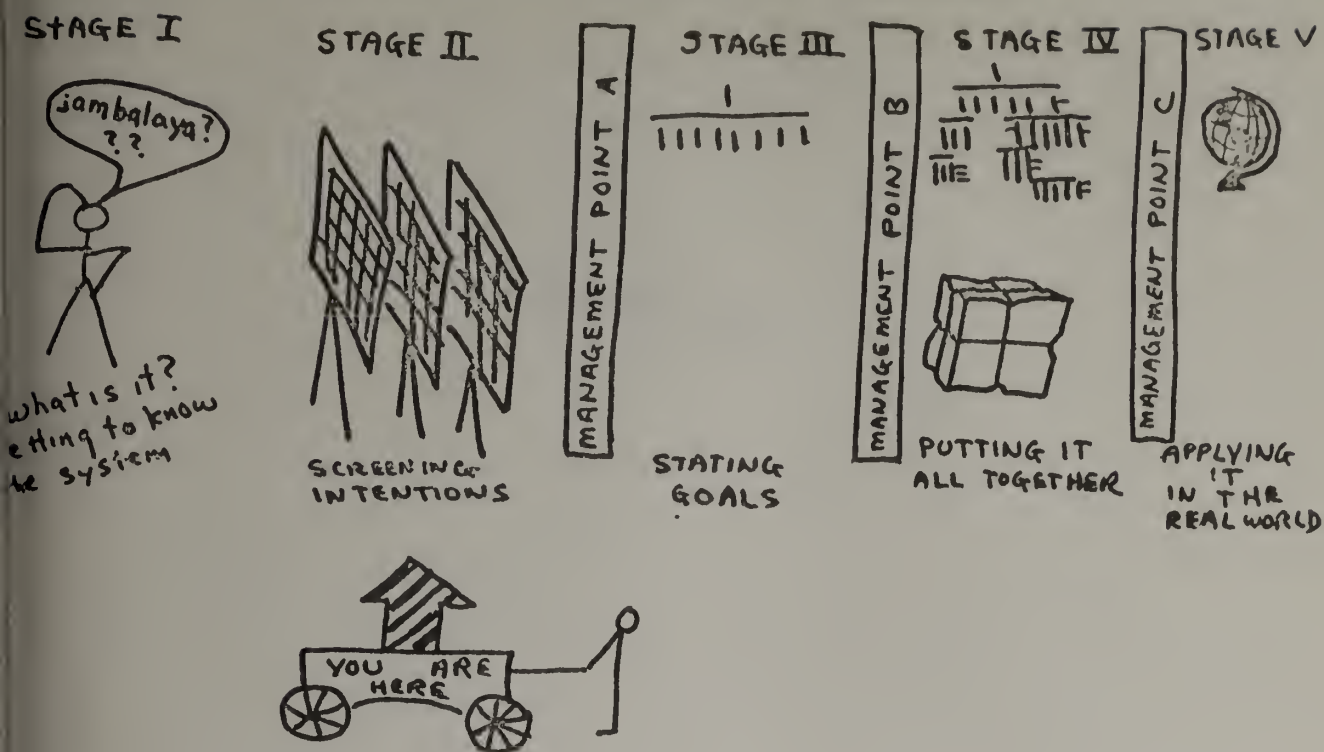
1. Relax, after reading these directions you may wish to close your eyes and settle back.
2. Imagine yourself as a developer of humanistic-psychological education curricula (these terms defined however you wish).
3. While in this role, further imagine that you have created an ideal humanistic-psychological education curriculum.
4. Examine this ideal curriculum by mentally noting, then jotting down all those characteristics that indicate to you that this is indeed the greatest humanistic education curricula. Try to be complete, write down everything you see.

This exercise will hopefully provide both a mental set which can make the reading more meaningful and provide working materials for the third Operative Stage.

There is no "right" or "wrong" way to complete this task; therefore, whatever evolves is correct.



# OPERATIVE STAGE II: SCREENING YOUR INTENTIONS



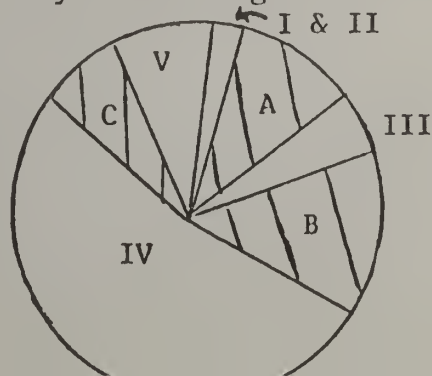
Step one encourages you to screen your intentions (content-wise) against those for which this system is designed to help accomplish. The second step allows you to see if your intentions are either too broad or too limited in scope for the purposes of this methodology. And finally, step three asks that you consider implicit purposes for your developmental effort.

Over and above the variables which are dealt with by these steps stands the single most important determinant of success--your interest. Little, it seems, could replace this key to both your use of the system and the quality of the eventual product.

Time required for this stage  
about 15 minutes

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



## OPERATIVE STEP ONE: Matching Purposes

Match your conception of humanistic-psychological education with that employed within this methodology

### Explanation

What constitutes humanistic education? There are two basic answers to this question. The first states that it is a matter of means of how the subject matter (be that what it may) is derived and passed on to the learner. Contrasted with this "means-oriented approach" is that camp in which humanistic education is defined by the goals chosen to be realized. (Of course, these two streams oftentimes merge in both theory and practice.)

This document supports the goal-oriented approach and concentrates on what might be a subset of Humanistic Education in general--humanistic-psychological education.

This term refers to:

Educational programs which have as their primary aim the direct facilitation of the learner's psychological growth

### Suggested Procedure

If your idea of Humanistic Education is in severe conflict with that of Professor Gerald Weinstein's (Personal communication, above), then you should consider not continuing, as all steps and procedures relate back to this central notion. Please note what areas this conception excludes:

--Confluent Education (as supported by George Brown, Human Teaching for Human Learning Viking Press) would probably not be amenable to this system as the direct ends might be other than psychological growth.

--A program developed through this system would not fall into the cultural transmission mode (systems such as might be supported by "traditional" contemporary educational practices).

--The primary aims of humanistic psychological education are not socialization or skill development. Thus programs with such intents might better be developed through alternative means.

--Further it should be noted that resultant programs are designed to be educational rather than therapeutic, targeted toward growth and prevention of psychological disturbance, not their treatment or cure. (Weinstein, 1974)

Humanistic-psychological programs could be used as an adjunct to the above, but are dissimilar from them.

#### Rationale

A system will have unique characteristics that are dependent on its purpose. The characteristics or attributes of this system of curriculum development are closely related to the definition of humanistic-psychological education just presented. Again, if your idea of this field differs sharply from the above definition, perhaps this would be an inappropriate system to use.

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OPERATIVE STEP TWO: Considering the scope of your venture

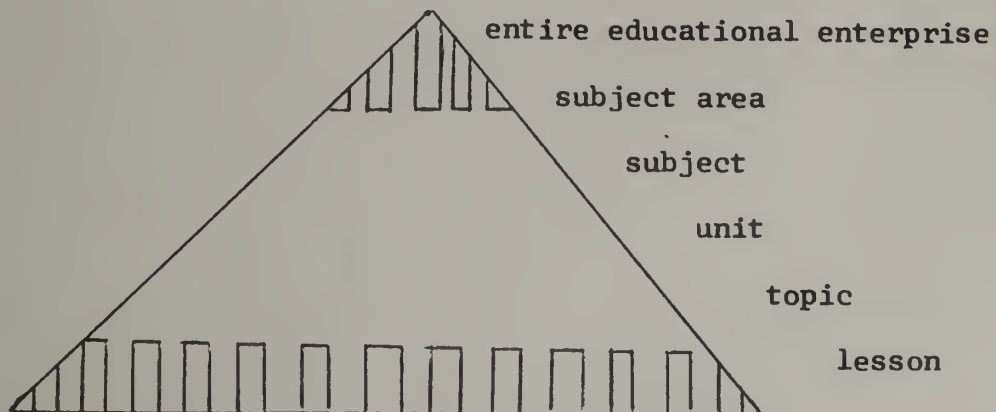
Match the "size" of your intended endeavor against that for which this methodology was designed

### Explanation

As a result of this step, you should decide whether your anticipated efforts are either too broad or too small to make best use of this methodology.

This system has been designed for a medium scope endeavor. For instance, if your purposes are to design a curriculum which encompasses all learning programs within a school district or, at the other end of the scale, if you wish merely to plan a single lesson, then it would most likely be inappropriate for you to continue (although parts of the system may be applicable to both of these sets of concerns).

Tyler (1950) suggests that curricula can go by many names and exist at varying levels of generality. A graphic translation of his ideas yields the following pyramid.



This methodology is inappropriate for designing programs for either the top or the bottom of the pyramid. For convenience sake, we shall refer to all middle zones as curricula and define curriculum as an organized set of both intended and unintended learning opportunities



and outcomes (combining the notions of Johnson, 1967 ; Quilling, 1974; and Weinstein, 1974).

Please note two salient features of this definition:

1. "Organized"--the elements (processes and/or content) of the program are arranged in a systematic fashion.
2. "Opportunities and outcomes"--the curricular elements are an integration of both opportunity (input) and outcome (output) variables.

### Suggested Procedure

Consider for a moment what you just read. Locate where your intended effort might fall on the pyramid. If it is in the top shaded areas, you might do well to concentrate on Operative Stages I, II and III and read over all the Management Points. If, instead, your interests are in or near the lower shaded area, Operative Stage IV is most relevant and should be read in conjunction with selected references found there. Other Stages and Points should receive less attention.

In general, the wider your scope, the nearer to the top of the pyramid you will be; the more narrow your field of interest, the closer to the base. The closer you come to either of these extremes, the more you should rely on additional resources outside the suggestions and guidelines found within this handbook.

### Rationale

Curriculum building might connote "designing classroom experiences" to persons close to the teaching situation. Curriculum building might justifiably mean designing school-wide programs to those with a more administrative outlook. A methodology for curriculum building should

be able to incorporate both viewpoints, within reasonable limits. The limits of this system have been presented previously. These are not inflexible, much as this design system is not entirely "fixed." If this material can in any way meet your needs, please continue.

#### References

References for this step may be found by turning to Operative Stage IV, Step 8, pages 60 and 61.

OPERATIVE STEP THREE: Thinking about why you want to develop a curriculum.

Consider some implicit purposes for your developmental efforts that you might not ordinarily think about.

### Explanation

In addition to a curriculum varying according to its focus (Step One), its scope (Step Two), and resources available (upcoming Management Point A, Step Two), a curriculum is also contingent on the implicit reasons for its development.

### Suggested Procedure

Look at the following "covert" purposes for development. Decide whether yours is one of them. If it is either purpose A, B, C or D, continue. If it is purpose E, or if your underlying motivation isn't listed here, seriously consider whether this development system will best meet your needs.

#### Five Underlying Purposes for Curriculum Development

- A. To teach skills or expand awareness but not to determine the effects of learning experiences.

In this case the developer has made a judgment that what he or she wishes to produce is valuable. He or she is not concerned with determining the specific effects of the work, nor the value of those effects. One merely wishes to translate goals and objectives into learning outcomes. With slight modifications of the methodology (primarily by skipping evaluation and documentation phases) this purpose can be accomplished via the handbook.

- B. To teach skills or expand awareness and to determine the effects of these efforts.

In this case, the person might be motivated by purpose A but also might want to find out more precisely what happened as a result of the "treatment." This methodology is primarily aimed at such intents.

- C. To obtain or maintain funding or exposure via publication.

This category might include the purposes held by professional curriculum developers with no intrinsic interest in the subject area, but who wish to develop curricula for clients.

- D. To systematize or document an existing curriculum.

Again, with modifications, the methodology can meet this purpose (Focus, on the format sheets in Appendix B). This situation would occur in humanistic-psychological education when persons skilled in generating or transmitting psychological goals are not oriented toward documenting their efforts.

- E. To prove the effectiveness of learning experiences.

Here one's purposes might be to compare Treatment A with Treatment B. Some hypothesis testing might be involved. Research employing comparative experimental design, or knowledge generation research, is more a propos to these interests. This methodology is not intended for this aspect of curriculum development.

### Rationale

No one system can be all things to all persons. The main intent of this system is to help you produce a curriculum. While some testing is of course involved, proving the effectiveness of the end result is not a focus.

### References and Additional Resources

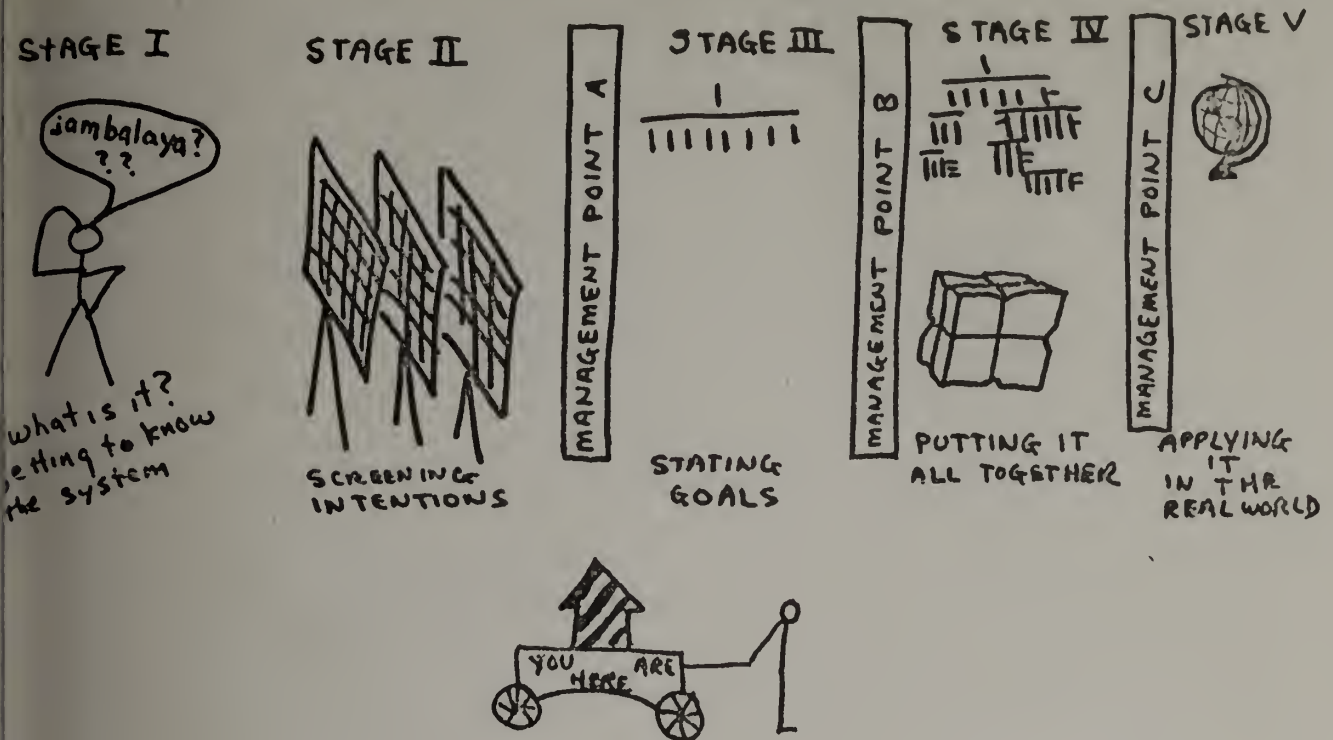
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# MANAGEMENT POINT A



This is the first of the Management Points in which non-operative or control procedures are suggested. You are invited to read over this material and complete the activities which are right for you.

Management includes many functions: planning, organizing, motivating, controlling, communicating, evaluating, and budgeting resources are some of them. These various functions are addressed by the three management points interspersed throughout the methodology. They are included because curriculum development, like most enterprises, involves not only doing but reflecting on what is done. (All the time accounting for extra operational contingencies which must be dealt with as they arise.)

As with the five operative stages, this and the other two management points should not be viewed as a complete prescription for all required actions.

The steps of Management Point A are:

1. Familiarize yourself with the methodology.
2. Identify appropriate decision-maker(s) and clarify your role.
3. Identify available resources.
4. Plan the next operative steps, and related evaluation.
5. Expand your purposes for developing curricula and/or reading this material.

Time Required about  
30 minutes (reading only)



MANAGEMENT POINT A, STEP ONE: Familiarizing yourself with the methodology.

### Processes and Considerations

You have already had some taste of what the methodology is about as a result of reading a brief introduction and a few screening steps. To insure that the system best meets your needs, you are now directed to become more familiar with the methodology by:

- a. Reviewing the list of stages and steps in the table of contents,
- b. Considering the meaning of these and their order,
- c. Looking at the standardized format sheets found in Appendix B (these will give you an idea of how your final product may be structured), and
- d. By skimming the rest of the methodology.

All this should be done with the aim of deciding whether this system in whole or in part, would be of use to you.

An alternative way of completing this step involves:

- a. Generating your own developmental plan.
- b. Testing that plan against this and other curriculum design systems.
- c. Modifying your plan.
- d. Following that plan.

This way is preferred if you have the time to do it and tend to be more committed to your own strategies than those of others.

(Commitment is vital, especially if you are undertaking this project alone, as this material assumes.)

MANAGEMENT POINT A, STEP TWO: Identifying an appropriate decision maker.

### Processes and Considerations

Consider under whose aegis this curriculum will be constructed. Who is the primary decision maker having the final say about the process to be used or the product which evolves? One possible way of identifying this decision maker or group of decision makers is to consider who controls the resources. If you as the developer are that person, this methodology is designed specifically for you. If, however, it is your role to translate the ideas and ideals of another party into curricular materials, then you might also proceed but with caution.

One should be cautious because theories, concepts, and facts within the field of both humanistic-psychological education and curriculum development are variously interpreted by persons within those fields. For instance, Developer X might translate Decision-maker Y's goals into a product which is unacceptable to Y, not because of the quality of the product, but owing either to differing conceptions of (a) the same goal or (b) the procedures needed to derive the desired end.

If it is the case that you, the reader, are not the "primary decision maker," then the first three sets of operative steps (the introductory, screening and design stages) should be done by the developer and the primary decision maker either working together in close contact. Or, minimally, the developer's results from these steps should be read by the appropriate decision maker.

Explicit Procedures to Carry Out This Step:

1. Continue following the steps of this methodology or previewing it until you feel you have enough knowledge of it to discuss it with other decision makers.
2. Write down all the persons whose opinions would influence your developmental efforts (don't forget learners).
3. Arrange this list of "decision makers" in order of control over processes used and the nature of the eventual product.
4. Contact these persons and negotiate a contract for the project.  
(Note: You might even want to negotiate a contract with yourself.) Some guidelines for contract negotiation can be found in: Gordon, G. M. Empirical testing of an evaluation methodology--the negotiation of the contract. A paper available through Dr. Thomas Hutchinson, University of Massachusetts.)

## MANAGEMENT POINT A, STEP THREE: Identifying Resources

### Processes and Considerations

All projects, educational and otherwise, are undertaken within various constraints. It is important to acknowledge these bounds and, conversely, to be aware of all available resources.

Some resource dimensions which you should consider are:

Time: How much is available from you and others?

Money: How much funding is available to you or are you able to forego, by using time for non-income generating work.

Developmental personnel: How many persons are available? How expert are they in the various specialty areas?

Support services: Xeroxing, secretarial help and work space are all requirements. Do you have an adequate supply of these?

Test population: Is there a suitable group of subjects available for evaluation?

All areas of potential resources should be investigated. Try to identify minimal but obtainable levels of support in the above categories. Because money is such a central resource, selected proposal writing references are provided in this section.

Explicit procedures:

1. Contact persons controlling necessary resources; attempt to gain commitments from them.
2. Allocate time resources, which may include only your own, over the Stages and Points listed in Appendix A. (Rough allocation estimates are provided there.) Hint: Use pencil; these estimates may be changed more than once.
3. (A recurring step) Allocate resources by step for whatever Stage it is appropriate for you to (usually the next step).

MANAGEMENT POINT A, STEP FOUR: Planning for the next set of operative steps.

Processes and Considerations

This step builds on the previous one. You are now asked to concretize your resource allocation estimates for Operative Stage Three. Do this by reading the listing on the next page then turning to Appendix A and entering proposed deadlines in the appropriate places.



## References

- All the books below are available from Continuing Education Publications, Extension Annex, Corvallis, Oregon 97331.
- Maltby, Gregory P.; Cooke, Romney W.; Merrill, Frederic R. & Thomas Kenneth R. (Eds). Restructuring School Finance, 1973. (148 pp. Papers and other materials from a day-long conference at University of Oregon dealing with the effects of the Serrano decision on the funding of public schools. Conferees included lawyers, administrators, educators, legislators and others.)
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- Daetz, H.; Hall, M. J. & Frank, R. E. Sources of Information on Funds for Education, 1971. (96 pp. Sources of support for all levels of education.)
- Sources of information on funds in the human resources field. Project New Resources, 1971. (34 pp. Listing of publications carrying information about federal and private funding related to the human resources field.)
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- Hall, M. Proposal Writing: Applying for Sponsored Project Funds, 1971. (170 pp. Preproposal and proposal phases of seeking funds for sponsored projects.)

MANAGEMENT POINT A, STEP FIVE: Selecting or generating evaluation measures.

### Processes and Considerations

What is evaluation? There is no one answer agreed upon by either theoreticians and practitioners in education today. In its most basic form the answer seems to be either (a) a process which provides data for decision making (Cronbach, 1963; Hutchinson, 1972; Stufflebeam, 1971) or (b) a process which ascribes a value to an educative product or process (Scriven, 1971; Worthen and Sanders, 1973).

You do not need to be concerned with philosophic arguments at this time. You merely have to be aware that evaluation is always occurring anyway and that, particularly in this branch of education, we oftentimes only wish to sharpen up or objectify our natural, common sense processes.

A wide variety of information collection devices exist today. The ones listed in Appendix C are not particularly esoteric. With the brief descriptions provided for each of these, you should be able to select and/or generate acceptable strategies fairly easily.

To help guide your way, these few basic distinctions, or definitions are offered.

Formative evaluation. Consider this to be process evaluation.

How good is your plan of attack? Are you completing each of the necessary steps? How well is this being accomplished?

Formative evaluation strategies will be found by reading about the systems in Appendix C marked with a check by implementation.

Summative Evaluation. The final product ("Results" category in Appendix C) is looked at through this type of evaluation.

Objective Evaluation. Correctly this should be termed more objective, as all evaluation efforts can be placed on an objective |++++| subjective continuum. This approach attempts to minimize observer inference.

Subjective Evaluation. All measurement is in some way subjective. Evaluation is termed subjective when it primarily deals with opinions, attitudes or observation not subject to validation by outside sources.

Please be prepared to spend a considerable amount of time on this step. Evaluation planning now can yield significant results later. If you lack the necessary interest, ability or time for this step seriously consider calling in an evaluation consultant. Bear in mind, however, that even with this persons guidance and assistance, it (evaluation) will still require effort on your part.

With this lengthy introduction, you are now directed to Appendix C. The choice of strategies depends on your needs. You should be aware of your option to employ multiple techniques, for the portion of reality ignored by one strategy may be approached by another. Also be aware that most strategies listed in Appendix C are data collection devices, more generalized evaluation models and methodologies would be found by consulting the references which immediately follow this section. (Note especially the starred sources.)



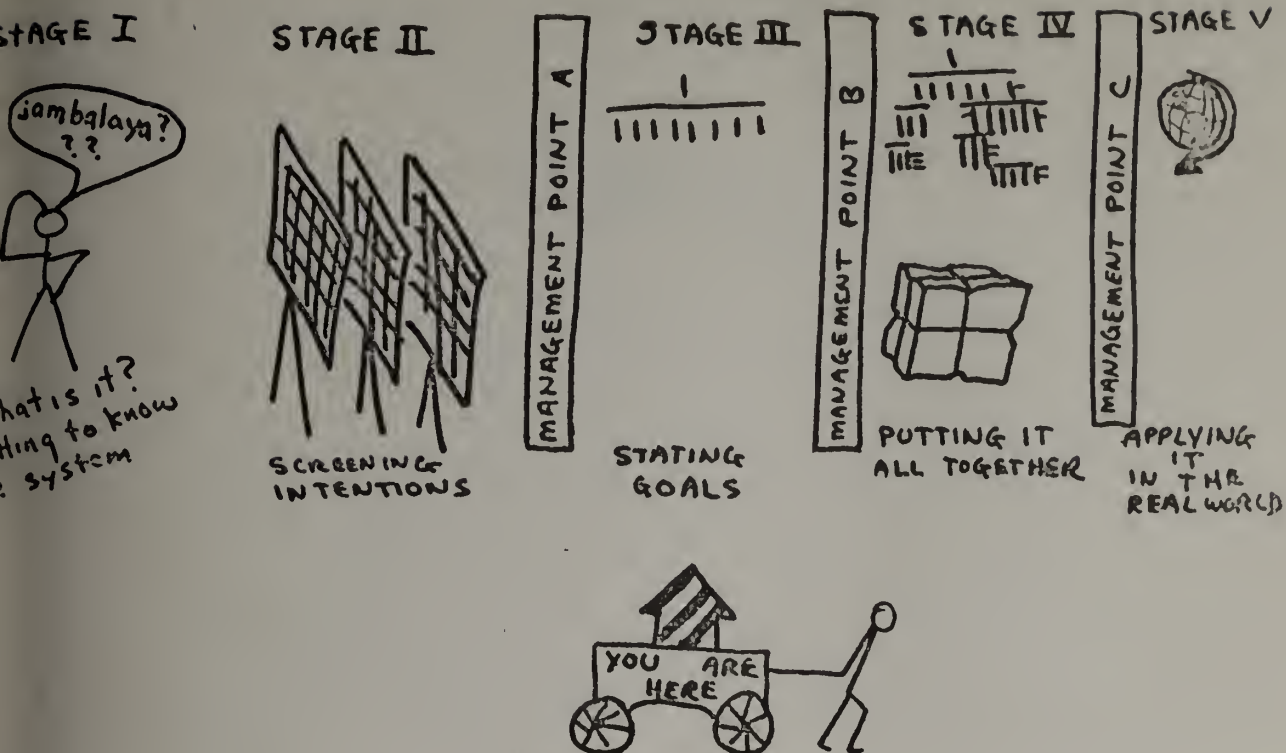
## References

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- Hutchinson, T. E. Some overlooked implications of the purpose: to provide data for decision making. A paper presented at AERA, (Chicago, 1972).
- Mager, Robert F. Measuring Instructional Intent: or Got a Match? (Belmont, Ca.: Fearon), 1973.
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- Webb, E.; R. Campbell; R. Schwartz; and L. Sechrest. Unobtrusive measures: Non-reactive research in the social sciences. Chicago: Rand McNally, 1966.
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# OPERATIVE STAGE III: DESIGNING AIMS



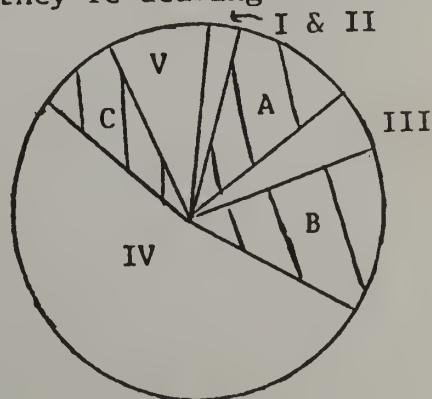
This includes steps 4-8 and deals with stating the overall purposes of your intended program; providing justification for such purposes; describing the intended client population for your effort; and finally, selecting those purposes to be translated into learning opportunities and outcomes.

Time Required: Variable

Actual amounts are extremely dependent on the scope and nature of your effort. A benchmark (so you don't spend too much time here) might be to allocate about **3%** of your resources here.

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



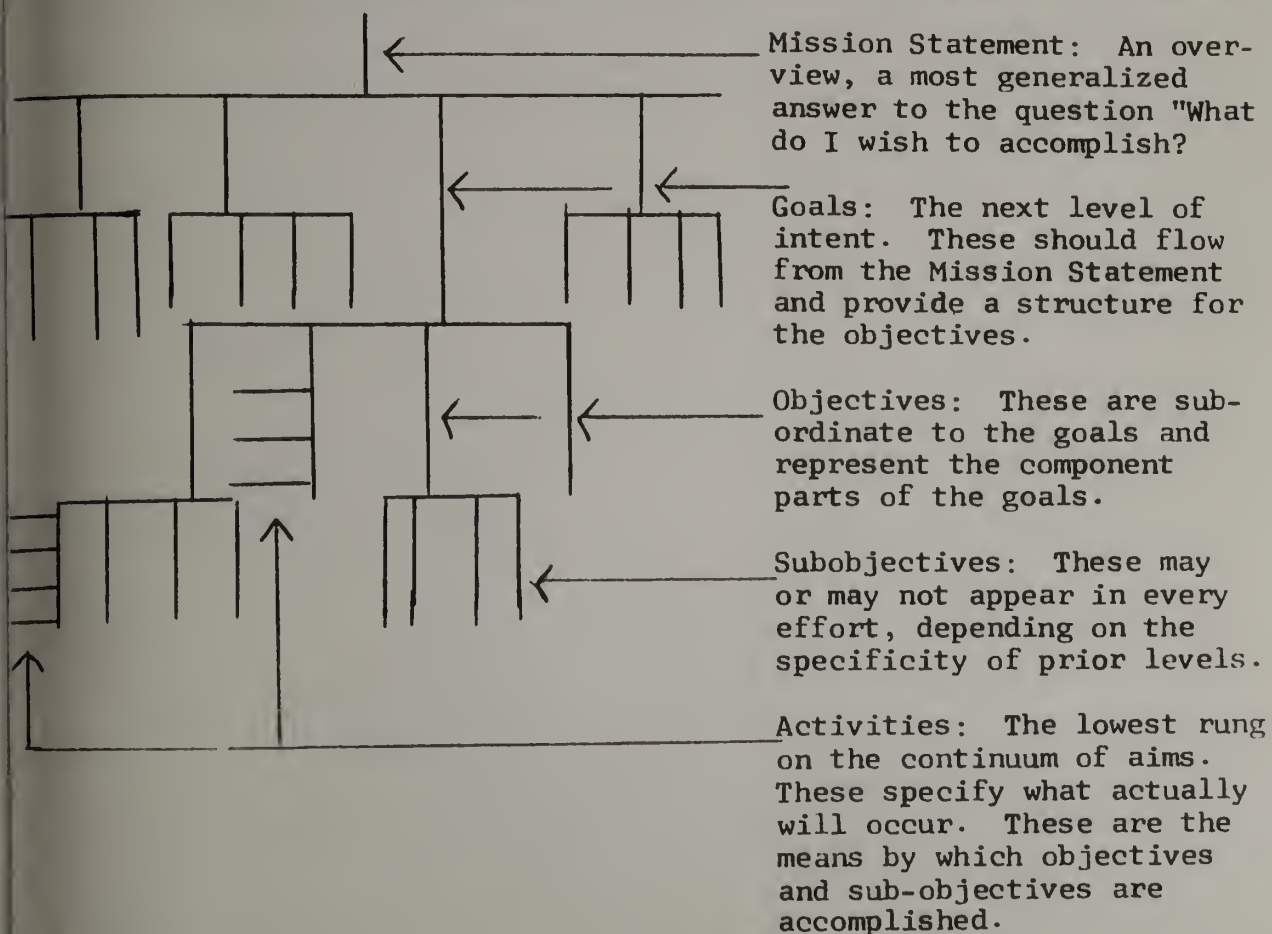
# OPERATIVE STEP FOUR: Stating Mission and Goals

Describe the general intent of your efforts (Mission) and the Goals which comprise that intent.

## Explanation

It is assumed that a curriculum developer is concerned with a hierarchy of intents ranging from specific activities to be performed by the teacher or student, to overall aims of the program. Further, a curriculum is most effective when all these varying levels are inter-related and in harmony with the primary intent (or, as it is called here, Mission).

The diagram below presents some terminology which is used to label various levels of generality. These terms are provided in the interest of maintaining consistency and clarity throughout the document.



Because this step is so vital to subsequent ones, a short form of one appropriate design process will be presented now with the caution that this is only a short form, and the reader is strongly urged to consult other references listed under References.

Suggested Procedure (Read the entire set of procedures as a group first)

1. Answer the question "What do I want this curriculum to accomplish for the learners?" in whatever manner is most comfortable. You may choose to write a narrative, an outline, or merely list attributes as these come to you. The format really doesn't matter; your answer should, however, reflect your real intentions. Do this now on a piece of paper.
2. Underline all statements you can identify as "goal statements." An example of a goal statement might be "student becomes aware of herself as an observer of herself," another might be "student contacts and identifies three subpersonalities functioning within him." These statements needn't be at an operational or behavioral level.
3. Collect goal statements from other sources. Books that reflect both popular and expert opinion are suggested, as are summaries of opinion polls. Popular psychology magazines are another source of topical interests. Human resources you might wish to consult are the decision makers you listed earlier. These would include students, parents, administrators, teachers, counselors, etc.
4. Transfer your goals to a prioritized list. A format sheet is provided for this in Appendix B. While no specific guidelines can be provided in regard to the degree of generality goals should

have (as this is in turn dependent on the generality of your mission), you should try to insure that all goals are at the same basic level of abstraction. That is, goals and activities should not be listed together as equals.

You should order (prioritize) these goals according to criteria of your choice. Some possible dimensions over which the goals can be distributed are: importance to you, chronological relationships, or complexity.

5. Create a statement of mission. This is a description of your broad intentions, with possibly some philosophic rationale. It may be of a persuasive nature, or it may be a cut and dry description stressing the structural attributes of your program. Again a sheet for this is included in the Appendix.
6. Think about an appropriate title for your curriculum.
7. Note these precautions:
  - a. You may generate both goals and objectives by this process. You should keep all worksheets for this reason. Most materials resulting from this step can be used again. You may even want to describe goals separately for content and process concerns.
  - b. You may find that it is easier for you to create your finalized mission statement prior to listing goals; if you find this effective, do it.
  - c. You may produce so many goals that you will want to cluster these by some similarities or relationships; and then, from these groupings synthesize goals (using the original goals then as objectives).



- d. Don't forget, this methodology is aimed at a person working as his or her own client. If you are doing this for someone else, it would be best to have them complete this step.
- e. Also, this is only one short cut technique. In its long form, you would be asked to spend more time on each step. You would also see how this can be used with a group. And, of course, there are alternatives to this approach, one of which might be to merely list your goals, and write a mission or purpose statement.

### Rationale

Without a clear idea of your intentions, it is easy to lose focus and allow your goals to change as they are being translated into objectives.

The important aspect of this step is that the essence of your intents are maintained, that the listing which evolves is meaningful to you and not a parroting of someone else's ideals. These goals provide the backbone for all future steps; and while the step is not difficult, if done incorrectly, one can very easily lose track of original intentions.

### References

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Nostrand-Reinhold Companies, 1971. pp. 129-168.

## OPERATIVE STEP FIVE: Documenting Support for Goals

Justify your aims over these four areas:

1. Established or perceived needs.
2. Psychological theory and related empirical evidence.
3. "Personal" philosophy which underlies aims.
4. Your "private" philosophy (and associated needs, values, beliefs).

### Explanation

The material within this step describes issues related to each of the above four concerns. You are advised not to spend too much time on this step. You should not try to "prove" the superiority of your viewpoint within any of the above areas. "Proving" the validity of any psychological system is extremely difficult given the various levels of reality any one system focuses on.

#### 1. Established or Perceived Needs

Consider the basic needs analysis question.

**Who** needs **what** as defined by **whom**? (Coffing and Hutchinson 1974)

The implications for this study are:

**Who** is the targeted audience of your curriculum?

**What** are their needs? On what basis are they selected from among the many needs these persons have ?

These needs are defined by **whom**? Who says exactly what is needed?

Answers to these questions can come from the literature, experimentation, educational needs analysis, or from individual perceptions and logic. The latter is the most typical source of germinal curriculum ideas (Baker, 1973) and should not be discounted or underplayed. Rather your thoughts should be articulated and you should remain open to the possibility of errors in observation or logic.

### Psychological Theory and Empirical Evidence

For the developer well versed in Humanistic Psychology, establishing support in this area would be a fairly easy task. The job would primarily involve articulating existing thoughts and supporting those ideas with appropriate references.

A primary question is: "Which psychological theories or systems provide the most support for my aims?" As an example, you may briefly describe a few "schools" of psychology\* and then indicate why your work is concentrated in one. Then continue this pattern of explication until your specific content area has been described.

This is, of course, only one organizational notion. There are a number of others. For further ideas about how to go about this task, you might investigate introductory sections to books, journal articles or advertisements.

### "Public" Philosophy Which Underlies Goals.

The word public is used in this case to differentiate this from an expression of personal philosophy (which is covered next).

A statement of the philosophy underlying one's goals serves as another means of clarifying the stance of the curriculum developer for interested parties. It might be considered important because, ultimately, all notions empirical, theoretical or otherwise have a philosophical basis (and within this area of education, we oftentimes come close to that "leap of faith" juncture).

Some questions to consider: "What are the basic assumptions behind my stated goals? ...Behind the psychological theory used to support said goals?"

An example might be useful. Curricula based on Piagetian principles

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\*For instance, First Force (Behaviorism), Second Force (Freudian), Third Force (Humanistic), Fourth Force (Transpersonal).

are quite popular and have a relatively solid empirical research basis. What is the philosophy justifying this theory of cognitive development? Here we find Kant with his idea of inborn universal structures supplies the primary basis.

Epistemological issues should also be considered at this time. Briefly one might ask: "What type of evidence or data forms the basis of the philosophical system I am using?" The answer need not be elaborate. One might cite phenomenological evidence or empirical data alone, or a combination of the two. (This issue should also be kept in mind when completing evaluation sections.)

#### Personal Philosophy and Associated Needs, Values and Beliefs.

Tyler (1950, p. 22) suggests the substance for a basic question which might be asked to provide documentation in this area: "In essence the statement of philosophy attempts to define the nature of a good life and a good society."

Thus you might define the good life and good society, not exhaustively, and not with the intent to prove that yours is the best philosophy but merely to get your values, beliefs out on the table.

Another question that might be reflected on, and answered within this section is: "What needs of mine are being met through this developmental effort?" One more would be: "What underlying values does this program encourage?"

#### Rationale

This step is included for three primary reasons. The first is, to help clarify the eventual product. One way of making one's purposes clear is by breaking down those aims into their components. Another



way is to provide the context within which those purposes are enmeshed. The completion of this step should help you complete the latter task.

To provide documentation is a second function of this procedure. It is helpful to justify and document one's intents (a) to satisfy an outside agency, (b) to gain academic acceptance, or (c) to increase the general credibility of its product.\*

The third attribute of this step is to provide a basis for modification of Mission and Goals. This step, when diligently pursued, can supply input which might alter your aims. If you can develop no support for your envisioned product within any of the four areas, you might question the validity of your intentions.

#### References

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- Coffing, R. T. and Hutchinson, T. H. Needs Analysis Methodology. Amherst, Ma.: University of Massachusetts, Xerox, 1974.
- Baker, E. L. The technology of instructional development. In R. M. Travers, (Ed) Second handbook of research on teaching. Chicago: Rand McNally, 1973.

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\*This documentation does not necessarily have to follow the articulation of goals. In fact, in an optimal situation, the preset (as opposed to learner generated) goals for a curriculum would flow from theory and empirical research evidence. However, this paradigm apparently does not represent the actualities of the curriculum development world, and additionally **there** appears to be insufficient evidence to support such a flow (Baker, 1973).



OPERATIVE STEP SIX: Describing the Client Population.

Describe the intended population of the curriculum.

Explanation

For whom will your curriculum be designed?

What are the attributes of this population?

What are the minimal prerequisites for a potential user?

Responding to the following guideline checklist should adequately answer these questions. The attributes have been broken into three categories. Respond to any or all of the categories which are appropriate for you. After being typed, this also can serve as a part of the finished curricular product.

Rationale

This information will be useful in planning actual development as well as in dissemination efforts. Concerns related to this issue like all others so far, should be kept in mind as later sections of the methodology are read and implemented.

Suggested Procedure

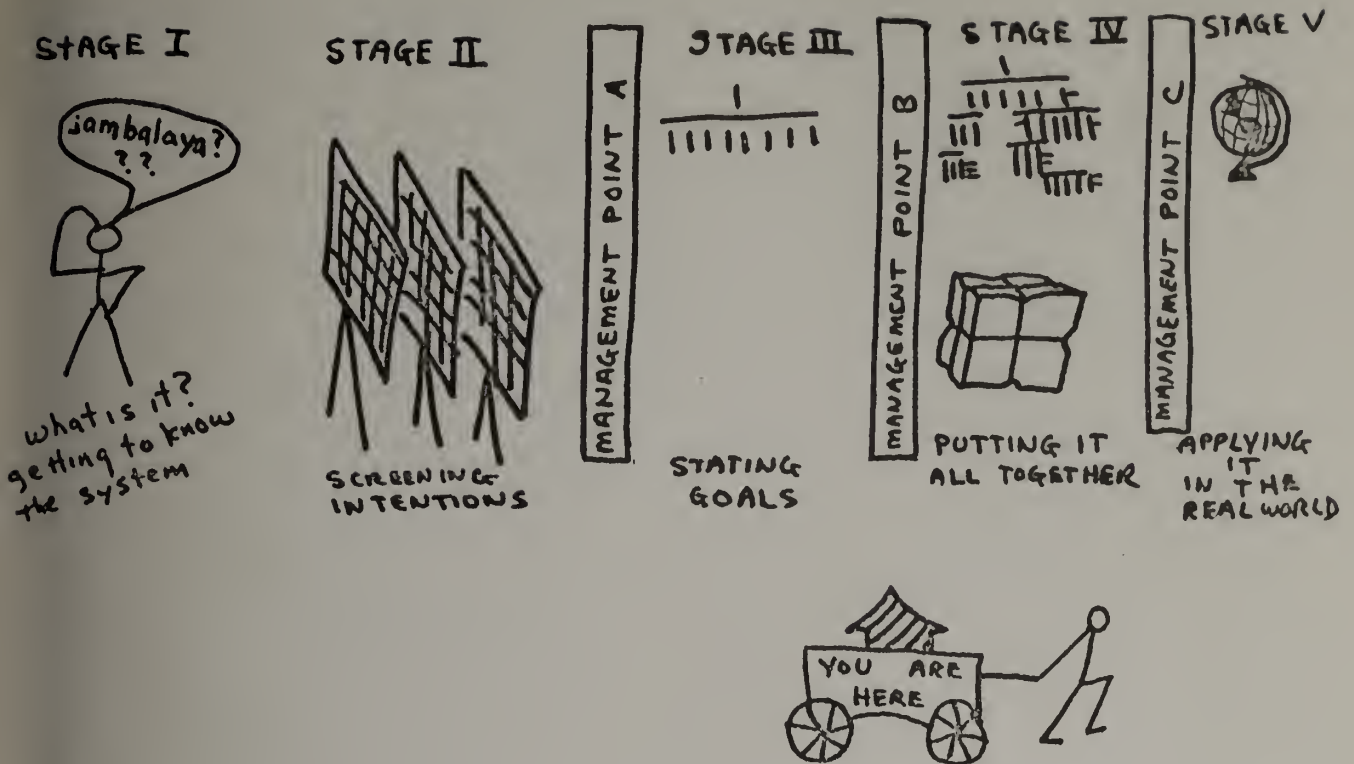
Consider the various categories on the next page then describe your client population stressing in your narrative the special qualities desired or demanded.

1. Intended population for this program:  
(include appropriate information)
  - A. Demographic variables
    - Age Range
    - Educational Background
    - Developmental Stage (You might use Piaget, Kohlberg, Erickson, Sprinthall, anything you feel is appropriate.)
  - B. Skill Variables
    - (Any specific entry behavior prerequisites)
    - Verbal--
    - Physical--
    - Those particular to the Subject Area--
  - C. Non Cognitive Variables
    - Attention Span
    - Media Tolerance
    - Values
    - Attitudes
    - Interests
    - Motivation
    - Anxiety
    - Appreciation
    - Adjustment
    - Socialization

#### References

- Baker, E. L. The technology of instructional development. In R. M. Travers (Ed.) Second handbook of research on teaching, Chicago: Rand McNally, 1973.

# MANAGEMENT POINT B



By this time you have a good feeling for the methodology. It should become a tool which you can modify and use to your own best ends. Now is the time to sit back and reflect over your efforts considering such questions as:

Is the methodology useful?

Is it understandable?

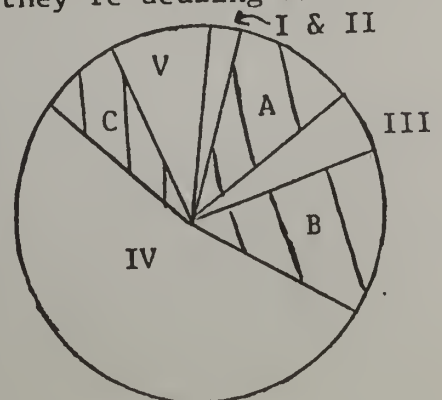
Can I make more efficient progress on my own or by some other means?

Is there anything missing?

To guide your thoughts at this juncture six sets of procedures have been compiled. You might want to read these steps over as a group and then go back and individually absorb the contents and perform appropriate activities.

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



MANAGEMENT POINT B, STEP ONE: Reviewing your Evaluation Effort  
Processes and Considerations

Examine the results of your evaluation efforts. This may imply merely going over your checklist of completed steps, or it might involve analysis and interpretation of more complex evaluative data. This step is highly dependent upon its sibling, Step Five of Management Point A.

Based on your degree of satisfaction with the results of this step, you might wish to expand or reduce future formative evaluation attempts.

MANAGEMENT POINT B, STEP TWO: Reallocating Resources over Operative Stages

Processes and Considerations

Roughly determine the amount of resources consumed in the first three Operative Stages. If you used more than you intended, you might have to adjust the remainder downward, if the opposite is true, reverse the adjustment. Also, at this time, you might think about the possibility of attracting other resources.

Then allocate Stage III resources over the steps contained within this Stage, noting the following.

- A. Overall testing resources might be distributed in two ways:
  - (1) by concentrating many resources on Step 11 (testing individual learning sequences), or
  - (2) by making your primary testing focus Step 13 in which you apply the curriculum as a whole and collect data appropriately. Again, no fixed rules about this can be given. Of course, the more testing you can do the more likely you are to have a superior product.
- B. Consider your own unique situation, and modify your resource allocation appropriately.



MANAGEMENT POINT B, STEP THREE: Planning an approach to the next set of operative steps.

Processes and Considerations

This step involves reading Operative Steps Seven through Twelve (Stage IV). You should now realistically consider obtaining the assistance of a consultant or specialist to perform or help to perform those tasks you feel unqualified to complete and/or personally lack the resources to master (resources such as money, time, energy, expertise and interest). The references provided with each of the steps can serve as educative aids, but cannot perform the tasks for you.

Enter the tentative starting dates for these steps on the process control sheets. Also you should consider the material resources that will be necessary for future progress and insure that these will be available as they are needed.

Bear in mind your own unique needs and desires as you preview the steps. The order given might not necessarily be the right sequence for you. The emphasis given each step might not be correct for your purposes. You are urged to modify at will.

Also it is important to consider the viability of doing some steps simultaneously; for example, once exercises or activities have been selected or developed, component testing can start immediately.

MANAGEMENT POINT B, STEP FOUR: Planning an Evaluation Function for the next section.

Processes and Considerations

The strategies appropriate to this step are in Appendix C. Review these and contemplate their ability based on their perceived value thus far.

Watch out! This step is short on words but long on involvement.

MANAGEMENT POINT B, STEP FIVE: Thinking about recurring issues.

### Processes and Considerations

This step identifies a potpourri of issues which a developer of humanistic-psychological curricula must constantly keep in mind.

### Reminders

- A. Maintain a reality orientation. Do not become so involved in development that one forgets that eventually he or she, along with the product, will be interacting with people who are fuzzy, not totally rational beings with their own styles of operations, notions of what is important, sensitivities, and so on. This is an aspect of any work which will probably never be accounted for by any system (politics?).
- B. Step back and look at the whole. Related to point A, the admonition is to consider the "big picture."
- C. Try and keep within your resources.
- D. Allow for "extra-developmental" contingencies, e.g. resources evaporated; you won the lottery.
- E. Allow for self-motivation. Consider rewarding yourself. Simple things like ice cream following a work session, or listening to classical or quiet "Eastern" music during the session might be helpful. If other persons serve as energizers for you, involve them.
- F. Don't forget about outside resources. There may be people who can do some of your work for you (willingly, and maybe for free), or who can check the adequacy of your work from a point of view with which you are unfamiliar. Within limits, the more varied and large the input, the better the product.

G. In a sense, curriculum development is a continuous series of problems. Some of these can be avoided by forethought (such as might be stimulated by this document), others are more unique and require novel solutions. To aid you in tackling these issues, you might remember any problem solving strategies which have been useful to you in the past. Some written references are:

Polya, G. How to solve it (2nd ed). Princeton, N. J.: Princeton University Press, 1957.

Gordon, W. J. J. Synectrics. New York: Harper & Row, 1961.

H. Communicate. Tell someone about what you're doing. (This is essential for diffusion efforts which will be focused on in the last Operative Step of this Methodology.)

MANAGEMENT POINT B, STEP SIX: Locating and negotiating for a suitable testing environment.

Processes and Considerations

This step involves identifying suitable environments and selecting one such setting based on negotiation involving (in order):

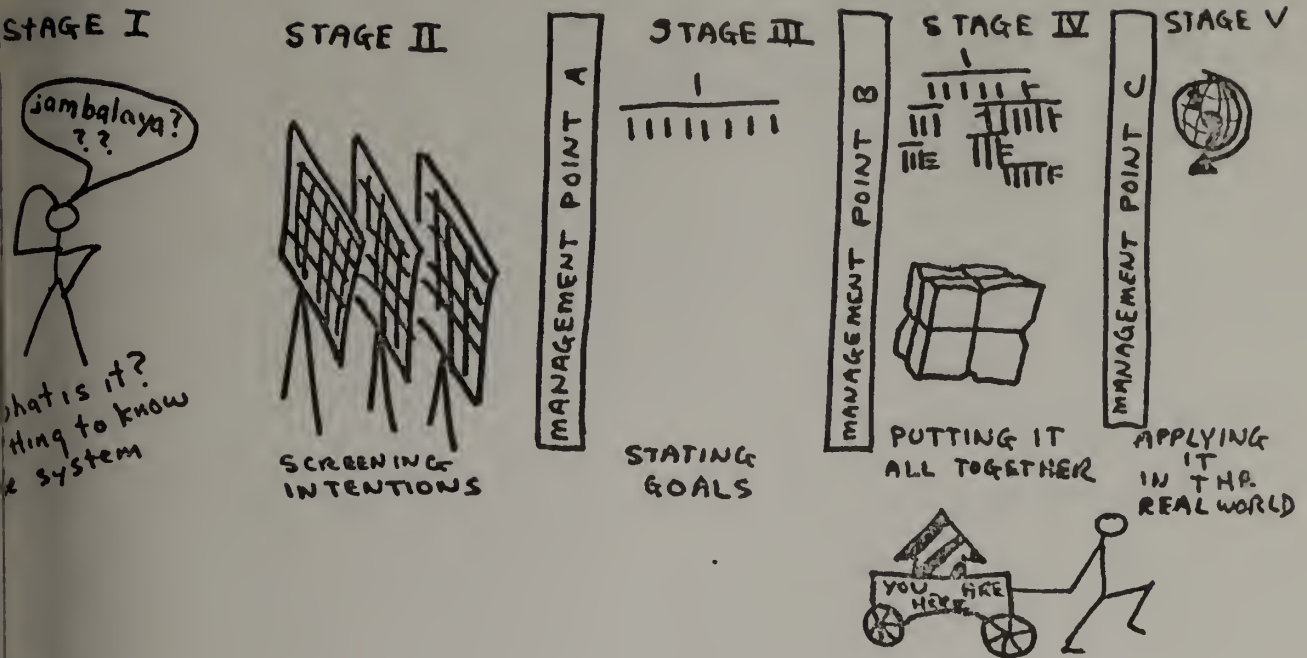
1. degree of cooperation offered (immediate, over-time)
2. cost in dollars
3. ratio of numbers of students available to numbers desired.
4. benefits for experimental setting.

Within a common sense framework, one should (1) describe the ideal setting within which this curriculum might be tested in whole and in part (these settings may differ), (2) identify an appropriate number of such communities, (3) select the best one for negotiation, (4) consider the size of sample required from this community population (which may include all members), (5) make appropriate initial contacts.

"Extrainstructional contingencies" (Baker 1973) may often surface via this procedure. A developer should be attuned to the possibility of all such occurrences, and should view these, not as nuisances to be discarded, but as sources of valuable data on which further modifications and revisions can be made.



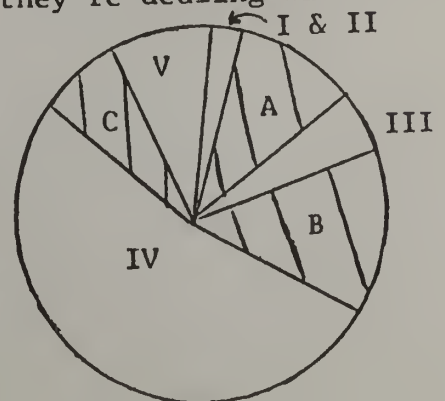
OPERATIVE STAGE IV:  
PROTOTYPE DEVELOPMENT



This stage describes the bulk of curriculum building activities. Some persons might consider this section to be curriculum building. The philosophy inherent in this methodology is otherwise. Earlier Stages might lead up to this, much as later Stages are dependent on it; but all these are of equal import to the quality of the final product.

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



An important prior consideration to Operative Stage IV activities.

As has been suggested earlier, this is a methodology for building curricula which accomplish humanistic-psychological education goals. Humanistic Education efforts directed primarily toward making human the means used to accomplish goals, of any nature, are thus not within the central purview of this system. However, means and ends in any curricular effort cannot be but artificially separated. Particularly in this realm where goals are frequently of a process nature we would err seriously to consider one (goals) independent of the other (means).

The consideration is this: You as the developer have made the decision of what goals should be employed. Now you are faced with a number of options which can be summarized by this question: "Do you, as developer, want to provide processes by which teachers or students might design or select their own strategies for achieving and evaluating the pre-established goals, or do you want to provide these strategies and evaluation measures yourself?" (Of course, one step removed from this, you might allow subjects to create both the teaching-learning strategy design process as well as the resultant teaching-learning strategy.)

You will have to address yourself to this question for:

- a. each goal.
- b. each objective (if you create it).
- c. each teaching-learning strategy.
- d. each standard of accomplishment (criterion).
- e. each criterion measurement device.

You will occasionally be reminded that there are alternative approaches.

The following is a graphic presentation of your range of options.

This chart deals only with goals and means, but of course can be employed with criteria development or measurement as well.

HUMANISTIC- PSYCHOLOGICAL EDUCATION GOALS	MEANS			
	Pre-determined fixed number	Pre-determined large pool of methods	Flexible self-design process supplied	Flexible no self design process provided.
Pre-determined fixed number				
Pre-determined large pool of goals				
Flexible, not pre-determined				

Note: With further modifications, this category could be allowed for with the addition of a checking process which would insure that any goals selected or generated by the teachers were of a humanistic-psychological education nature.

OPERATIVE STEP SEVEN: Creating a positive attitude

Create and maintain an attitude which will improve both the process used in, and the produce which results from this stage.

Explanation

In this stage of the curriculum development process, your attitude is more important than the skills you have, or the processes you employ. While an open, flexible positive attitude is useful in other types of curriculum development, in the humanistic-psychological field, it seems that this is a paramount virtue. Not all the steps necessary to carry out your intentions can be adequately prescribed in advance (by you or by anyone else). This is a significantly creative endeavor. The more open you are to new ways, unexpected problems, the better you will flow, the better will be your product.

Suggested Procedure

1. Answer this question: "What attitude would facilitate the work required in this step, work which most definitely entails both inspiration and perspiration?" Look back to previous successes in your own life, or look to others for models of appropriate attitudes.
2. Attempt to capture this attitude and plan ways of maintaining it. If you are interested in the field of humanistic psychology, then you are probably aware of a number of strategies for maintaining positivism and openness.
3. Read over the following guidelines. Dwell on those you find interesting. Play with them, modify them. Make them your own. If you like them in the form they are in now, you may want to clip them and put them up around your workspace to serve as reminders.

3a. Read Zen and the art of motorcycle maintenance by Robert Pirsig.



1. Communicate - Interrelate. Solicit feedback from others. Bring others into your project. Talk about it with co-workers, friends. Communicate with yourself; get your playful self and your worker self together. You may find others know of work already done that you can use, or you may find them to be willing co-workers, or be able to direct you to such persons.
2. Do it the easy way. Look for existing strategies, materials, and resources of all kinds. Most persons would feel complimented to have their work recognized or extended.

Even if you only modify a model or method only slightly, you may still be making a significant contribution.

3. Remember people are human, too. In this and later stages you'll be dealing with persons who are probably unfamiliar with your work. Be patient in explaining it, and also be aware of their feelings. Most of the people in the U.S. are average (by definition), so you can expect to encounter others' quirks, hang-ups, etc.
4. Remember yourself, especially in this section. Treat yourself well. The work can become tiresome. Schedule your time according to your nature (big bursts or steady progress). Work in groups if this is best for you. Pat yourself on the back whenever possible. (In fact go ahead and pat yourself on the back right now for thinking such a thing.)
5. Be flexible. Go beyond the linearity inherent in any design system. Do this both in terms of means (processes) and in terms of ends (goals). Be loose in deciding what is direct facilitation of psychological growth.

This flexibility can also help prevent you from becoming hung-up on a particular step or procedure.

6. Be innovative. The world is crying for new forms. You are different. Apply that difference to your curriculum.
7. Remember your purpose. Keep it uppermost in your mind. All activities, materials, measurement devices should reflect this. This orientation can not only prevent you from becoming over-concerned with the thousands of humanistic education techniques available, but also can direct your work toward a holistic final product.
8. Bear in mind that humanistic ends don't automatically imply humanistic means, but that the two are closely related.



OPERATIVE STEP EIGHT: Teaching-learning strategy development/breaking down goals.

Select or design teaching-learning strategies for some goals. Break down others into their component parts (objectives).

### Explanation

This is the longest step in the methodology in terms of both description and work required. In this step you will evolve teaching strategies for your goals or break down those goals into their components such that this can be done. While this step is directed specifically at goals, the same basic procedure will be used in dealing with objectives and subobjectives (Step Nine). When working with these other levels of intent, the reader will be asked to mentally substitute the appropriate word to replace "goals."

This is a long step and might validly be separated into a number of separate functions. However, because the processes included within this step are so interrelated, they are presented together. By placing these processes together, you will feel freer to use your creative judgment to flexibly intermesh, skip, or add to certain tasks. Primarily what you will be doing within this, and the next three steps is:

1. Deciding if you want to deal with your intent (goal or objective) at its current level of specificity, or break it down into its components.
2. Selecting or generating teaching-learning strategies for the intent.
3. Performing the next level breakdown of your intent (goals into objectives, objectives into subobjectives).

You should probably either read over the entire stage before proceeding, or look at the final format pages in Appendix B for an idea of what you eventually want to do. This is important because while performing an operation for generating B variables, you might unintentionally think of or expose A-type variables. While you are breaking down goals to elicit teaching-learning strategies, you might come up with some handy measurement techniques. The two processes can be done simultaneously.

### Suggested Procedure

1. Look at each goal and decide if you want to devise or select (or have others create or select) teaching-learning strategies for this goal as it is now stated, or would you rather break it down into its components.

Without performing this specification, you run the risk of both being unclear about your aims yourself, as well as having others misunderstand your intentions. Additionally, you may find that adequate goal evaluation requires this breakdown into parts; and thus, even if you're not sure of the level at which you wish to teach it, you might decide to break down the goal (procedure in this step) at this time. Those goals you wish to deal with--as goals--should now be indicated. If you want to break down all goals, go now to Step Four

2. Investigate any appropriate fields for available and acceptable strategies for teaching any of your goals selected for treatment at this time. Collect these and add them to your developing set of curricular materials. Also you should briefly describe this strategy on the format sheets in Appendix B.

In performing this, and almost all methodological tasks, you are requested to first start with yourself, then go to others, and finally to "hard" references, books, journals, articles.

3. Decide whether you want to generate a teaching-learning strategy for this goal yourself, and do it. Remembering that you might want to provide more than one means of accomplishment for each goal, the following guidelines are offered.

Guidelines for Developing a  
Teaching Learning Strategy

1. Examine the goal. What learning situations--activities, experiences, conditions, attitudes--would best facilitate the accomplishment of that goal.
2. Consider the following points related to Humanistic Learning activities (points a through j) and incorporate as many of these as possible into your materials.
  - a. Activities should be self confirming/self validating.
  - b. Leaders (or producers) problems should not be transmitted to participants.
  - c. Learning experiences should not be used strictly to satisfy the needs of the leader or producer.
  - d. No "heavy" psychologizing, interpreting or labeling should occur.
  - e. A humility should exist about motivation, thus keeping experiences (from being educational rather than missionary)
  - f. Limitations should be specified.
  - g. Sense of humor should be present (if appropriate).
  - h. A harmony should exist between the learner, the activity, and the environment to which may be added other considerations. Remember a student is influenced by all the input in his environment, not only the teacher.
  - i. Consider alternative transmission modes: personal, video-tape, audiotape, via a telephone "hot line," by workbook, correspondence course, through a programmed multi-media approach, through computers. Generate some more ideas.
  - j. The ends should not be so tightly specified that one is blind to other important effects (remembering once more that much of the material is expected to evolve from the student).
  - k. Keep resources in mind.
  - l. Think about the warmth of the presentation. Remember that trust is required for certain materials to surface.
  - m. Consider building in a provision for the student to design his or her own activities to meet his or her own objectives.



- n. Give some thought to the sequencing and packaging of activities (this will be gone into in depth in the next step).
  - o. Consider learning theory, i.e. reinforcement schedules, practice effects.
3. Combine your knowledge of Learning Psychology and Motivation, with the unique nature of the set of intended teachers and learners to be using the materials and apply all this to your goal area.

Some good sources for this process are indicated in the reference section for this step.

4. Be creative, modify or apply in toto other successful learning strategies you've personally experienced or encountered in some other way.
5. "Can" the resultant process. Write it down, videotape it, audiotape it, teach it to others, whatever. Try not to only have it exist in your own mind.
6. Briefly indicate a title for the strategy in the appropriate place in Appendix B. This forms a part of your curricular package.

4. Read over this entire procedure, and then you should decide whether you wish to complete this breakdown alone or with a group (the more persons you have complete this task, the wider the range of objectives you have to select from). Or whether you will have someone else do the process. Or, finally, if you wish to go to the literature, searching for components.

- 4a. The number and quality of objectives derived from each goal are dependent on the nature of that goal (i.e. its fuzziness or scope). Therefore, you may wish to start with your most important goal, as dealing with a single goal can oftentimes be a surprisingly time consuming process. (After you have been through this procedure a few times, you may wish to reconsider the number of goals you wish to deal with. So, the first step is to arrange your goals in priority order if you have not already done so.
- 4b. Select a goal and write it down on the top of a piece of paper. (You are now following the same procedure you completed in the introduction.)
- 4c. Next you should imagine a situation where this goal has been achieved.

- 4d. Then observe and write down all the things you see in this imaginary situation which indicate that an ideal state exists in regard to the achievement of the goal. Don't worry about what evolves, it may be a listing or narrative or a description of one situation.

The above should give you a qualitative look at your goal by its components. Some of these can be rewritten to form your end product objectives. Process objectives can also be obtained through this process by substituting the phrase "is being achieved," for "has been achieved." Another way of eliciting process objectives (or pre-requisite objectives required to the eventual accomplishment of the goal, is to do a task analysis.

- 4y. Consider all the "jobs" which need to be completed to achieve this goal, or all the conditions which must exist before the goal is realized. You may approach this by considering the first operation that must be performed, or by looking at the last thing that would have to exist prior to the realization of the goal itself.
- 4z. Translate these into objectives.

#### Eleven Procedural Points to be Noted

1. Both processes may be used with a single goal.
2. More than one round of breakdown might be necessary in order to arrive at satisfactory objectives. (In subsequent rounds you would treat individual objectives as goals and proceed as above.)
3. You are strongly urged to consult the references in this section. The importance of this task cannot be too stressed; later work is heavily dependent on it.
4. Objectives should be stated at roughly the same level of specificity.
5. Don't forget that materials for steps other than those of immediate concern may spontaneously evolve. These elements should be noted.
6. After you "get the gist" of the procedures they become easier and actually can be fun!
7. The resultant objectives and subobjectives should be listed on the appropriate pages in the appendix.
8. The developer might consider the appropriateness of either of the first two of these procedures for use by the teachers; or, going one step further, perhaps the students themselves might use these or similar techniques to plan their course of study. The same notion is true of course for the setting of goals themselves. Both of these notions could be built into objectives by the developer.



9. It should be emphasized that the reason why both outcomes and opportunities are suitable as objectives is due to the nature of the humanistic-psychological education field. Because much of the material which comprises the educative process comes from the student and would naturally be expected to vary from student to student it appears unwise to be overly concerned with detailed outcome specifications at this time.
10. When considering effective objectives, especially ones relating to social skills, it might be wise to concentrate on group rather than individual measures of performance (Popham, 1974).
11. Optimally, according to Mager (1962), objectives should have:
  1. an action/performance component,
  2. a context component describing the conditions under which behavior should occur, and
  3. a criterion component.This third point will be addressed **later** in this stage of the methodology.

### Rationale

Many discrete processes and considerations have been somewhat awkwardly combined within this step. This was done because complexities and vagaries of this most crucial curriculum development stage are too considerable to be dealt with by a methodology of this size. Hopefully you will find the references provided for each of the basic areas useful.

You may find the considerations and suggestions excessively non-directive; however, an attempt has been made to remain as clear and purposeful as possible, without ignoring the multidimensional nature of the field.

The whole is indeed more than the sum of its parts in regard to the breakdown process. However for purposes of planning, development, and communication, a breakdown (albeit artificial) must be made in most instances. While these procedures are designed to maintain the essential qualities which compose meaningful and perhaps idealistic goals as they are broken down, this may not occur in all cases. The developer should be wary of this and seriously consider the possibilities of not expressing some curricular intentions in most specific terms. For instance, it

might be the vagueness or inspirational quality of humanistic goals which encourages teachers to pursue them. Their motivation, altruism, idealism or whatever might well be aroused and transmitted to students by what is not present in the curriculum guide. (Hopefully this factor is accounted for by the provision of a mission statement which is designed to be intentionally broad and philosophic.) So again it is important that the developer not rely solely on the guidelines contained herein, that he or she at all times use their own judgment as the primary source of decision making data.

In regard to the resultant teaching exercises having a well defined notion about the desired results of an educational program does not insure the satisfactory accomplishment of those ends. The teacher, in part through curricular materials, must provide appropriate stimulation in the way of activities or conditions. Within this phase, hopefully these actions or states will be described.

Again in this step, no established procedures exist for the accomplishment of our purposes. Therefore you, as the developer, are again encouraged to use your judgment--be flexible.

#### References

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OPERATIVE STEP NINE: Teaching-learning strategy development/breaking down objectives.

Select or design teaching-learning strategies for objectives. Break down others into their component parts (subobjectives and activities).  
Recycle until you are satisfied with the level of goal breakdown.

Evaluation/Procedure/Rationale

The procedures for this step are almost identical with those for step nine. Merely modify that section by substituting the word objectives for goals. Remember you still have the option of allowing the teacher or the learner to generate or select his or her own strategies for accomplishing objectives.

These steps can be combined, because this design process is basically an analytical one. Major intents are refined into more useful components and subcomponents. Through the process, precautions are taken such that these breakdowns maintain their original essence; be advised **though** that in this type of work, again, the whole is always greater than the sum of its parts.

Remember also that different types of attributes of goals, or objectives, might evolve during this process. You may elicit "opportunity objectives" (teacher objectives). On the other hand outcome objectives (learner objectives) may emerge. Both are useful.



OPERATIVE STEP TEN: Developing criteria and measures of those criteria.

Develop criteria or standards by which achievement of aims can be measured, then create and test the measures of those criteria (evaluation devices).

### Explanation

To complement each goal, objective, or subobjective, one should determine standards by which the accomplishment of that objective can be judged. Oftentimes the objectives themselves clearly suggest criteria or standards. This is especially so when objectives are of the learning opportunity nature (e.g. objective: student has access to a resource library containing 15 references on behavior modification/criterion: existence of such a library). In other cases, however, the relationship between objectives and criteria, or benchmarks is less natural. Currently there exist no pre-established, accepted rules for the development of humanistic education standards (or assessment techniques to somehow measure these). Each situation must be examined individually. With that in mind, the following considerations dealing with establishing and evaluating criteria and measures of those criteria are provided so you can more easily produce your own solutions to assessment problems. Remember, once again in this step you may want to legitimately pass this task on to the teachers or the learners themselves. Especially, of course, if they designed their own teaching-learning strategies.

### Suggested Procedure 10A: Establishing criteria.

1. Review your listed goals, objectives and subobjectives. Various criteria may become immediately apparent. (For instance, the existence of physical space, or attendance in class, or the availability of materials.)
2. Again look at each intent and ask "How would I know if this is being accomplished? How would the learner know?"



3. Remember that most aims have both quantitative and qualitative aspects. Both are sources of criteria.
4. Use your own subjective standards. This might provide a stimulating exercise in values clarification.
5. Seek the opinions of others who might have attached values to goals and objectives. Think about Tyler's (1951) three sources of curriculum: the learner, society and the subject matter.
6. Consider your objectives as a group. What types of criteria does your program as "a whole" suggest?
7. Finally. List the resultant standards next to your stated goals, objectives and subobjectives in the format section of Appendix B. Again use pencil.

Suggested Procedure Step 10b: Measuring criteria.

1. List measurement techniques which you have already generated as by-products of earlier steps.
2. Review your aims with a measurement perspective, constantly keeping in mind the question "How can I measure what I'm really interested in?"
3. Refer back to the evaluation possibilities listed in Step Four of Management Point B.
4. Think about the perspectives different classes of persons would have (students, teachers, parents, educational researchers). You might assume various roles while playing with evaluation notions.
5. Consider consultation sources: nearby universities, textbooks, journals (Some of these are listed in the reference section.)

6. Be stimulated, but don't be limited by existing instruments. Be creative! Especially don't be tied to inappropriate standardized tests.
7. Transfer your ideas to the appropriate section of Appendix B.

#### Suggested Procedures: Step 11c

1. Have other persons review your criteria and measures of criteria. The more expert in evaluation methodology, or humanistic education, the better.
2. Test out your measuring devices. They should optimally be unobtrusive, natural and direct. Procedures for this substep are available through the Fortune/Hutchinson references.
3. Use flexibility and judgment in this step.
4. In some cases you might subcontract tasks. Consider hiring an evaluation consultant (bearing in mind your resource constraints).

#### Rationale

Most persons, teachers and students alike, enjoy knowing what and how they're doing. Most funding agencies and school administrators share this concern. Therefore, it is appropriate to attach measures of performance to standards drawn from goals or objectives.

#### References

See Management Point A, Step Five.

OPERATIVE STEP ELEVEN: Testing individual learning sequences.

Determine the effectiveness of elements produced to the fullest degree resources allow.

### Explanation

This step involves the assessment of the components which have been generated thus far. Oftentimes this entails field testing activities and exercises with small groups of persons. The number of activities tested, as well as the number of times each unit is tested, will depend on the availability of resources as well as the philosophy of the persons involved in that some persons may choose to field test the elements intensively, while others may delay field testing until a single model has developed.

The decision rests with the persons involved, as little evidence is available clearly showing the advantages of one approach over another.

### Suggested Procedure

1. Consider the educational experiences you have developed thus far in terms of: your confidence in their validity, your purposes (as described in the screening and design steps), and resource constraints.
2. Decide about the degree of intensity (for instance how many cycles will be required for each testing sequence) and the nature of your testing effort (i.e. conclusion-oriented testing or decision oriented research, see Cronbach and Suppes (1969), for an explanation of these terms), and the scope (how many objectives and/or evaluative devices should be examined, and in what combination). To answer these concerns you might wish to meet with an evaluation consultant in lieu of or in addition to consulting the techniques referenced in Appendix C.
3. Think about the physical implementation of your testing efforts, i.e. obtaining subjects and materials.

4. Carry out these processes and record the results appropriately. This step, like others, carries with it a high degree of judgmental subjectivity. However, the emphasis is on empirical validation, "The planning and verification of the reproduceability of instructional events" (Baker 1973, p. 263). And those learning elements or sequences carrying with them a high degree of this will probably gain more decision maker support than those justified on purely logical or intuitive claims.

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OPERATIVE STEP TWELVE: Describing teacher training variables

Describe the necessary knowledge and skills a teacher would need, and provide a teacher manual

Explanation

Many practicing teachers lack a suitable background in humanistic education. Either this gap has to be filled or accounted for. This does not mean that the teacher needs to be completely familiar with the field of Humanistic-Education, only with that area congruent to the focus of the curriculum. Further the teacher may not actually "teach" the material and thus need only be familiar with it.

"To bypass the administrative and psychic hardship of extensive teacher training, many instructional products are being concerned in terms of instructional media." (Baker, 1973, p. 261)

However, the curriculum developer should be aware that in using psychological education programs, painful and sometimes embarrassing material can surface from the student, and the teacher should be able to deal with this. Thus, if extensive workshop or encounter group preparation is required, this should be indicated in the teachers manual accompanying the curriculum (See Appendix B for the format of this).

Suggested Procedure

Complete the format sheets in Appendix B related to teacher training variables.

1. Indicate the teacher qualifications for using the curriculum. This might include: psychological theory background requirements, attending skills required, group process skills required, counseling skills, or evaluation training.
2. Provide the necessary background information, provide for the development of necessary skills, or provide for the acquisition of these by referral to extra-curricular resources. (Human,



printed, taped and otherwise). Note: School wide workshops to accompany the initial use of materials might be used.

### Rationale

If the program is canned or not, someone will be needed to present it to the target audience. A bare minimum knowledge and/or skill base required for use by the curriculum should be provided.

### References

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OPERATIVE STEP THIRTEEN: Describing the physical requirements

Describe the necessary and recommended requirements for implementation of the curriculum in terms of personnel, spacial conditions, and media resources.

Explanation

In addition to a listing of books, articles or tapes inherent within the curriculum, indication should be made of the other requirements for the program. A well lighted open area with room for movement might be needed, a sound system might be required, one teacher or teachers aide per five students might be suggested. All these should be described in the Users Manual resulting from the Completion of Appendix B.

Suggested Procedure

1. Consider personnel requirements, teacher/student ratios, back-up personnel, consultants, evaluators, etc. List these in Appendix B.
2. Consider spacial requirements. Lighting, size of rooms, availability of private rooms, rugs, etc. List these.
3. Think about the media resources necessary for both teaching and evaluating the program. (required texts, suggested texts, articles, etc., audiotape machines, videotape machines, black-bosrds, slides, projectors, etc. Add these to the appropriate section in Appendix B.
4. Consider other instructional contingencies not listed here.
5. Include a cost estimate for each of these areas (if appropriate).

### Rationale

Potential consumers of your curriculum will want to know the requirements for use of such a curriculum. They will also be rightfully concerned with approximate costs.

### References

- Baker, E. M. The technology of instructional development in R. M. Travers (Ed.) Second Handbook of research on teaching. Chicago: Rand McNally, 1973.
- Borich, G. D. Evaluating educational programs and products. Englewood Heights, N. J.: Educational Technology Publications, 1974.

OPERATIVE STEP FOURTEEN: Developing a prototype

Primarily this step is concerned with the sequencing and packaging of instructional activities.

Explanation.

There are many ways in which this step may be implemented. The approach is heavily dependent on the focus inherent in, or superimposed upon, the materials already developed. One may find that a sequencing strategy almost leaps out at them from what has already evolved. If this does not occur the work of Posner and Strike (1974) help one determine a focus and methods of integration most suitable to her/his purposes.

Posner says that curricula are generally structured in two ways. The first being quantity as determined by the commonality and temporality of the component elements. The second being quality which he says might have five foci (overwhich might be superimposed Gagne's heirarchies of competence notion). These five organizing structures are:

1. world related bases.
2. concept related basis
3. Inquiry related basis
4. Learning theory related basis
5. Utilization related basis.

It might happen that none of these structures is right for the material which has evolved. For instance, perhaps the materials will be almost entirely determined by the subject. If this is the case, then perhaps sequencing the exploration of this materials should be left in the hands of the subject.



Suggested Procedure

1. With your particular set of goals and objectives in mind, consider what sequencing strategy is appropriate. The way in which goals relate to the overall mission might suggest an ordering for goals, while the way the goals were broken down (from the general to the specific) could also provide a reasonable approach to the ordering of activities.
2. Consult persons or books for various approaches. Remember that a combination of different tasks might best serve you. You might want to think about obtaining some input as to aesthetic considerations at this point. This might pay dividends not only in the teaching of objectives, but also in the necessary public relations work which accompanies curriculum development per se. Also think about the issues involving clarity and simplicity of presentation.
3. If resources allow, you might wish to construct alternative packages which may then be compared.
4. At this time you should have obtained a commitment from a sample population for testing the program as a single unit. A confirmation call might be useful now.

Rationale

Of the many factors which effect the success of specific activities, their sequencing and packaging rank high. Of the many factors influencing the acceptance of learning sequences; packaging ranks high.

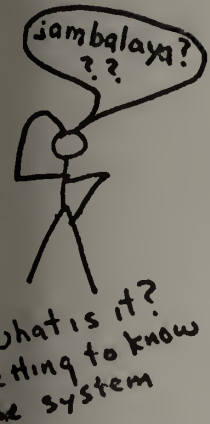
References

- Posner, G. J. and Strike, K. A. An analysis of curriculum structure. A paper presented at the 1974 annual meeting of the American Educational Research Association, Chicago: 1974.

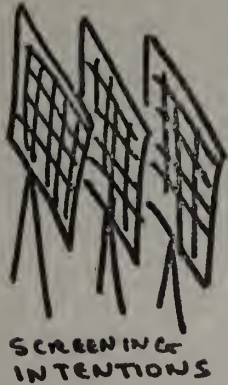


# MANAGEMENT POINT C

STAGE I



STAGE II



MANAGEMENT POINT A

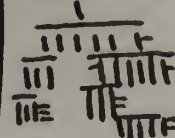
STAGE III



STATING GOALS

MANAGEMENT POINT B

STAGE IV



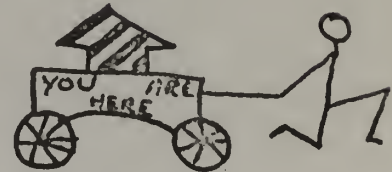
PUTTING IT ALL TOGETHER

MANAGEMENT POINT C

STAGE V



APPLYING IT IN THE REAL WORLD

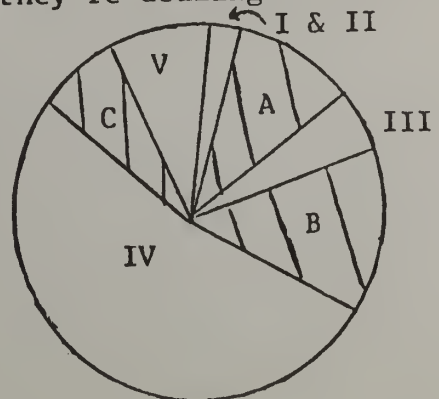


Once again you are at a point where you can step back from your role as actor in the curriculum development drama, and "try on" some other parts. Be the producer or director and look at how the play is going. See how well things went in Act IV (prototype development) and visualize what will be required for Act V when the whole product is put into operation.

Certain guidelines and suggestions are contained within, but of course these can't be complete. You are again urged to look at your own special circumstances...and proceed accordingly.

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
Stage II: Screening	0.25%
Management Point A	14.5%
Stage III: Designing Aims	3.0%
Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



MANAGEMENT POINT C, STEP ONE: Obtaining additional resources.

Process and Considerations

This is an optional step, or if you prefer, a more optional step (as all steps have a tentative quality). If you desire to augment existing resources consider these points:

1. Decide what types of resources are most necessary for you to continue. For example, you may need more time, extra personnel, flexibility in your own schedule, materials, extra dollars, new supplies, expertise....
2. Consider under what conditions you might acquire such resources. What do you have to barter with?
3. Write proposals, make personal contacts (refer to the proposal generation references listed earlier).
4. Create or maintain enthusiasm for your efforts...keep moving!

MANAGEMENT POINT C, STEP TWO: Recycling through Relevant Management Strategies

Processes and Considerations

The following procedures have been spelled out in earlier portions of the methodology. They are now listed as reminders of recurrent tasks and issues which must be continually dealt with.

1. Evaluating (Management Point A, Step Four)
2. Reallocating Resources (Management Point B, Step Two)
3. Planning Next Steps (Management Point B, Step Three)
4. Thinking about Recurring Issues (Management Point B, Step Five)
5. Communicating your progress to others.

Merely reading over this list is not enough. Consider each of these functions. Are they being carried out effectively? Should any be modified? Should some of them be attended to right now?

MANAGEMENT POINT C, STEP THREE: Negotiating for a full scale application of your product.

Processes and Considerations

Secure commitment from a suitable community for the implementation of your curriculum. This step is directly related to the Point B management step wherein potential test communities were identified and contacted.

Do this in whatever manner best suits you. In securing a test community, emphasize the strengths and unique features of your program. Describe the benefits for them. Accent the positive, but be realistic.

MANAGEMENT POINT C, STEP FOUR: Designing an Evaluative Strategy for the Entire Operative Model.

Processes and Considerations

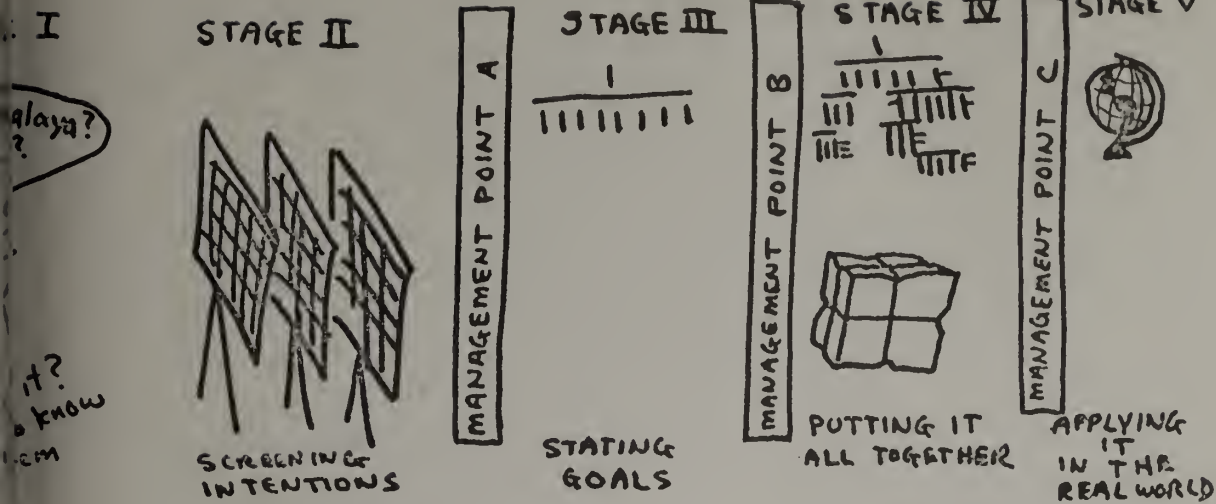
Here you develop an evaluation model that will be used to assess your product as it is applied in its natural setting. You should:

1. Refer back again to Step Five of Management Point B for approaches to this. Particularly note the last, Product, evaluation category. Following this initial step, you might:
2. Design an evaluation system, or have one designed which suits your needs.
3. Check out this design with your contractor (if such a person exists). For instance if you have no pre-test / post-test provision in your plan, you may have to support this absence or modify your design.
4. Even if your contractor approves of your plan, you may wish to submit your plans to a person trained in evaluation for a critique.
5. Bear in mind while designing this system, and later when collecting and analyzing resultant data, that effectiveness is dependent upon a broad range of factors such as (a) the adequacy of objectives, (b) the way they were implemented, and (c) the appropriateness of the objectives for your test population.
6. Remember that not all persons share the conception of evaluation used herein. For many, it implies primarily a subjective, intuitive decision-making process.



7. It is important to look beyond stated outcomes and opportunities to such things as: (a) valuable side effects (mere exposure to content, social contact, pleasurable experiences), and (b) negative results ("turning off" participants to further investigation in the area).
8. Consider incorporating these for:
  - a. outside evaluation of individual student performance (by friends, family, etc.).
  - b. group evaluation of individual's performance (by the class, say).
  - c. outside evaluation of group performance (e.g. by a trained human relations consultant).
  - d. group evaluation of group performance (by the group itself, or by a similar group).
  - e. self-evaluation of individual performance (probably one of the best measures).
9. Remember to add the documentation of evaluation to the curricular package on the appropriate format sheet(s).

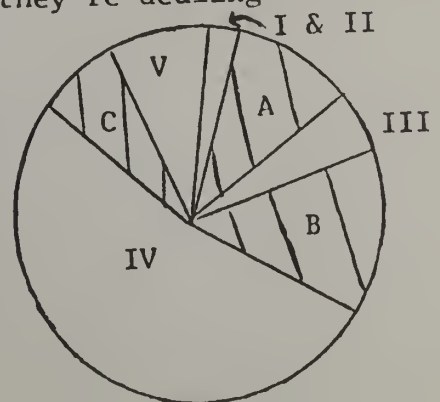
OPERATIVE STAGE V:  
APPLICATION



Within this stage, the curriculum, as a single unit, is applied within a natural environment. Data are collected in regard to its effectiveness (Step 15), the package is revised and recycled (Step 16), and dissemination efforts are continued (Step 17).

The estimates provided by this resource allocation pie are to be taken with as many grains of salt as are required. They are gross estimates. They are for a curriculum designer, working by him- or herself, who knows something of the content area they're dealing with but is primarily developing new materials.

Stage I: Introduction	0.25%
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Management Point B	5.0%
Stage IV: Prototype Development	55.0%
Management Point C	5.0%
Stage V: Application	17.0%



OPERATIVE STEP FIFTEEN: Applying and Evaluating the Curriculum.

The entire package is applied in a suitable situation and evaluative data are collected, analyzed and interpreted.

Explanation

The developer must again wear two hats, one to direct and modify the application of the curriculum, another to determine the effectiveness of the package. In this step, where events are so unpredictable, no suggested procedures are supplied.

Given that earlier steps have been successfully completed, this operation should flow easily, and while it may consume much calendar time, your tasks primarily revolve around maintaining an observer role. Many times you will feel torn between immediately revising aspects of the program (based on incoming feedback) and allowing it to play itself out, as developed. This is another fine line which can be negotiated only by you.

Suggested Procedure

Maintain a relaxed attitude.

Rationale

These are almost always unforeseen variables, which arise as a curriculum is applied in the "real world." Openness, flexibility and detachment (not to be confused with lack of interest) are prime virtues. The more you are able to "disidentify" from your product the more capable you will be of making appropriate modifications.

References

Assagioli, R. Psychosynthesis. New York: Viking Press, 1965. (See Chapter IV, nos. 3 & 4 on disidentification).

STEP SIXTEEN: Revising and Recycling.

Based on evaluation data, modifications  
to the curriculum are made.

Explanation

Upon what criteria should one base revision efforts? According to Baker (1973), there exist no generalizable rules for revision. Given the single product resulting from this curriculum design system, we are somewhat at a loss for comparative data. Basically as a result of the previous steps we will know what was supposed to occur and what did occur so we can gauge the discrepancy between these two facets of the product. However, we know little about the value of this product versus another designed to achieve the same ends. Given the state of humanistic-psychological education curricula, this ignorance is not crucial. For this field has to start somewhere, and the mere documentation of intended effects may be seen as a significant step forward.

Rationale

Revision is done in order to maintain the same results at a lower cost, or raise the performance level at the same (or lower) cost. While most literature focuses on the empirical data gathered from evaluation, the role of judgment and exigency is present in most curricular decisions, and should be recognized and then incorporated into the revision cycle, as we should be dealing with what is, not necessarily with what ought.

Suggested Procedures

1. Design some sort of structure from which to view your evaluation results. (You may have already done this.) Then incorporate your evaluative data into this context. The simple structure suggested by Silberman et al (1964)



for review of programmed materials (looking for: (a) gaps in providing practice, (b) irrelevancies in activities or sequencing, and (c) lack of provision of subskills training (Mastery Principle).

2. Based on the results of step 1:

- (a) recycle through goals (adding, deleting, modifying or changing their order).
- (b) Recycle through objectives (adding, deleting, modifying or changing their order).
- (c) recycle through activities (adding, deleting, modifying or changing their order).

3. Reapply the package and again collect evaluative data. (You may want to select a new subject pool as some of your difficulties might have stemmed from your subjects rather than your treatment.)

Please Note. If resources have evaporated, you might wish to add an entire step somewhere along the way that has as its purpose: to obtain support for the continued development and dissemination of (name of your curriculum).

4. Continue with steps 3, 2, 3, 2 until (a) resources reach a suitable level or (b) a required degree of satisfaction with product exists for both yourself and your client (if they are not the same).

References

Silberman, H.; Coulson, J.; Melaragno R. and Newmark, G. Use of exploration research and individual tutoring techniques for the development of programming methods and theories. Final report. National Defense Education Act. Project 7-14-0000-181. Santa Monica, Ca.: Systems Development Corporation, 1964.



STEP SEVENTEEN: Diffusing your product.

Disseminate information in regard to the existence of the curriculum, its purposes, and its effects

Explanation

To be efficiently and effectively utilized, the curriculum just developed must be publicized. There are many ways to do this. One would be informal, person to person communication within a limited geographical region. Another would be a comprehensive, systematic, and creative communication system unbound by geographical constraints. The latter approach is preferred, if you as the developer want your curriculum to have maximum impact.

Suggested Procedure

Consider Havelock's (1969) formula: who says what to whom by what channel to what effect for what purpose. In acting upon this advice you will cover the first of the three major diffusion processes described by Worthen and Sanders (1973).

1. Disseminate information about your product.
2. Demonstrate the product.
3. Facilitate adoption of the product.

The latter two processes should also be carried out if resources allow it.

The complementary notions of creativity and flexibility, which has been emphasized throughout the methodology, should be employed in this last step as well. The value of "horizontal" dissemination via such traditional sources as journal articles, or journal advertisements, can be weighed against "vertical" efforts such as classroom demonstration, free workshops, alternative media, in which the product is brought directly to the potential consumer. Optimally, both channels would be employed.

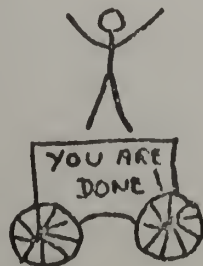
## Rationale

Recently Research and Development Center (R & D Centers) have added another "D"--for demonstration. Federal Funding for Fiscal 1976 strongly emphasizes dissemination.\* These indicate that action is being taken at an institutional level to deal with what had always been apparent on a common sense basis: findings, products, and ideas are of limited utility when people are not exposed to these ideas. Further, that mere exposure is insufficient for maximal utilization; products and ideas must also be attractively packaged and systematically distributed to the consumer.

Research and development work in this area is still incomplete. The preceding broad outline can help, consulting the references listed below can be of value to the person with greater resources.

## References.

- Havelock, R. G. Planning for innovation. Ann Arbor, Michigan: Center for Research on Utilization of Scientific Knowledge of the Institute for Social Research, 1969.
- Havelock, R. G. The change agent's guide to innovation in education. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc. 1973.
- Welsh, W. Dissemination methodology. Amherst, Ma.: Univ. of Mass., xerox, 1975.
- Wolf, W. C. Jr. Some perspectives in communication. In W. C. Wolf, Jr. (Ed.) Journal of research and development in education, 6, 4, Summer 1973.
- Worthen, B. and Sanders J. Educational evaluation: Theory and practice. Worthington, Ohio: Charles A. Jones, 1973.



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\*NIE tripled to funds for dissemination from 8 to 23 percent of the budget.

APPENDIX A

ACTIVITY MONITORING SHEETS  
(Complete as you progress.)

# RESOURCE ALLOCATION CHART

(By operative stages and management points.  
Suggested percentages by steps within  
stages are found subsequently.)

MAJOR PROCESSES	SUGGESTED PERCENTAGES	TRANSLATED INTO WORKING HOURS
STAGE I: INTRODUCTION		
STAGE II: SCREENING		
MANAGEMENT POINT A		
STAGE III: DESIGN		
MANAGEMENT POINT B		
STAGE IV: PROTOTYPE DEVELOPMENT		
MANAGEMENT POINT C		
STAGE V: APPLICATION		

STAGES I AND II: INTRODUCTION AND SCREENING

<u>% resource estimate</u>	<u>your allocations time/money/etc.</u>	<u>resources actually used</u>	<u>abbreviated title</u>	<u>planned starting date</u>	<u>actual start</u>	<u>step completed</u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	Stage I and II activities	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>

MANAGEMENT POINT A

<u>% resource estimate</u>	<u>your allocations time/money/etc.</u>	<u>resources actually used</u>	<u>abbreviated title</u>	<u>planned starting date</u>	<u>actual start</u>	<u>step completed</u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	Familiarization	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	I.D. decision makers	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	I.D. resources	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	planning steps	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>
<u>                    </u>	<u>                    </u>	<u>                    </u>	planning evaluation	<u>    /    /    </u>	<u>    /    /    </u>	<u>    /    /    </u>



## STAGE III: DESIGN

<u>resource estimate</u>	<u>your allocation time/money/etc.</u>	<u>resources actually used</u>	<u>abbreviated title</u>	<u>planned starting date</u>	<u>actual start</u>	<u>step completed</u>
_____	_____	_____	Stating mission and goals	___/___/___	___/___/___	___/___/___
_____	_____	_____	Documenting support for goals	___/___/___	___/___/___	___/___/___
_____	_____	_____	Describing population	___/___/___	___/___/___	___/___/___

## GENERAL COMMENTS

(NOTE: THE RESULTS OF THESE STEPS SHOULD BE RECORDED ON THE APPROPRIATE FORMAT SHEETS)

## MANAGEMENT POINT B

<u>resource estimate</u>	<u>your allocation time/money/etc.</u>	<u>resources actually used</u>	<u>abbreviated title</u>	<u>planned starting date</u>	<u>actual start</u>	<u>step completed</u>
_____	_____	_____	Reviewing evaluation	___/___/___	___/___/___	___/___/___
_____	_____	_____	Reallocating resources	___/___/___	___/___/___	___/___/___
_____	_____	_____	planning next steps	___/___/___	___/___/___	___/___/___
_____	_____	_____	Planning evaluations	___/___/___	___/___/___	___/___/___
_____	_____	_____	Recurring issues			
_____	_____	_____	Locating test environment			

COMMENTS:

STAGE IV: PROTOTYPE DEVELOPMENT						
resource estimate	your allocation time/money/etc.	resources actually used	abbreviated title	planned starting date	actual start	step completed
_____	_____	_____	Creating (&) attitude	__/__/__	__/__/__	__/__/__
_____	_____	_____	Teaching-learning strategy dev/goals	__/__/__	__/__/__	__/__/__
_____	_____	_____	Teaching-learning strategy dev/obj.	__/__/__	__/__/__	__/__/__
_____	_____	_____	Criteria and measures	__/__/__	__/__/__	__/__/__
_____	_____	_____	Testing ind. learning sequence	__/__/__	__/__/__	__/__/__
_____	_____	_____	Developing proto-types	__/__/__	__/__/__	__/__/__

COMMENTS:

MANAGEMENT POINT C:

resource estimate	your allocation time/money/etc.	resources actually used	abbreviated title	planned starting date	actual start	step completed
			additional resources			
			recycling			
			negotiating			
			total evaluation strategy			

COMMENTS:

STAGE V: APPLICATION

resource estimate	your allocation time/money/etc.	resources actually used	abbreviated title applying & evaluation	planned starting date	actual start	step completed
			revising and recycling			
			diffusing			

COMMENTS:

APPENDIX B

USER'S MANUAL  
FORMAT SHEETS

NOTE: THESE SHOULD BE REMOVED  
AND DUPLICATED AFTER  
"WHITING OUT" EXPLANATORY  
NOTES

THIS PACKAGE WHEN COMPLETED  
SHOULD DESCRIBE AN  
ENTIRE LEARNING  
PROGRAM  
FROM  
THE  
GENERAL  
TO THE  
SPECIFIC

" (insert title here)

A HUMANISTIC-PSYCHOLOGICAL  
EDUCATION CURRICULUM

A brief description of the general nature and type of this learning program (broad purpose, structure, and scopes).

(This should contain information generated by the initial screening steps along with that from mission/goals articulation. Be brief.)



(1)

DESCRIPTION OF THE INTENDED POPULATION FOR THIS CURRICULUM

TEACHER REQUIREMENTS

1. Background prerequisites:
  - A. Knowledge (theory, facts, etc.)
  - B. Experience in area (reading, workshop, individual counseling)
  - C. Functional skills required (group process, counseling, attending)
  - D. Evaluation skills
2. Listing of resources available to fill prerequisites listed above:
  - A. Knowledge
  - B. Experience
  - C. Functional skills
  - D. Evaluation skills
3. Teacher training materials:

(Actual instructions, lessons, etc. should be included here.)

PHYSICAL REQUIREMENTS

List Appropriate  
Estimated Cost  
per Student or  
Program or Pro-  
gram Unit

1. Personnel:

A. Teacher/student ratio (or teacher/learning  
package ratio)

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---

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B. Number of support personnel/student or  
program

---

---

---

C. Consultants required--recommended

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---

---

D. Evaluators required--recommended

---

---

---

2. Space

A. Size

---

---

---

B. Duration of use (if appropriate)

---

---

---

C. Lighting

---

---

---

D. Number of rooms

---

---

---

E. Other

---

---

---

List Appropriate  
Estimated Cost  
per Student or  
Program or Pro-  
gram Unit

3. Media resources:

\_\_\_\_\_ A. Printed (hardbound, softbound, articles,  
etc.), printing (duplicating equipment)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ B Audiotape (audiotape machines)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ C. Videotape (videotape machines)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ D. Films

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ E. (Slide projector)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ F. Newsprint, blackboard, overhead (transparencies)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ G. Other

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DOCUMENTATION OF EVALUATION

Name of Curriculum: **(Please note, this material can be collected, tabulated and reported as the curriculum is used in the field. At a minimum, this might include data and place of implementation.)**

Dates of Implementation: Starting \_\_\_\_\_ Finishing \_\_\_\_\_

Location of Test Site:

Results of Evaluation (by Strategy):

(This page may be duplicated if more writing space is needed.)



(2)

A LISTING OF GOALS OF THE CURRICULUM

1

2

3

4

5

6

7

8

9

10

Goal # \_\_\_\_\_

ATTENDANT OBJECTIVES:

1

2

3

4

5

6

7

8

9

10

of \_\_\_\_\_ pages for Goal  
RELATED EVALUATION MEASURE (s)

CRITERIA  
FOR EACH  
OBJ. & SUB.

OBJECTIVES AND SUBOBJECTIVES  
RELATED TO GOAL \_\_\_\_\_

1.

A.  
B.  
C.

2.

A.  
B.  
C.

3.

A.  
B.  
C.

4.

A.  
B.  
C.

5.

STATEMENT OF  
OBJECTIVE \_\_\_\_\_ AND SUBOBJECTIVES  
FOR GOAL \_\_\_\_\_ WITH  
RELATED ACTIVITIES AND  
EXERCISES.

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## Appendix C

A referenced, annotated, and categorized  
listing of data collection strategies



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## Why Was This Handbook Developed?

This handbook evolved in answer to a question evaluators of innovative programs or non-cognitive subjects frequently face; that is: "How do I best collect data on this need, goal, objective....?" The forty-four means of collecting information described herein can be used during either the planning, implementation, or final product (results) stages of an endeavor.

These strategies exist at varying levels of generality. While some of them (interviews, directed observation, or standardized self report, for example) might be employed to directly collect data, others are more general in that they suggest broader approaches and might allow for a number of different ways of gathering data. (Some examples of this second class include the adversary model, GFE-goal free evaluation or Needs Analysis.)

## How Does One Best Use This Handbook?

This material can be used in a number of ways:

- (a) As a checklist for an experienced evaluator. For this, a person can review the table of contents and select the most important strategy or strategies for his situation, or merely reassure him/herself that all appropriate strategies have been considered.
- (b) As an initial source of information for a person unfamiliar with most of the strategies listed who wants to find out a little about each one, and/or be guided to further references.
- (c) As a pedagogic tool which an evaluation consultant could use to expose a client to the wide variety of potential means of data collection.

## What Do The Categorization Dimensions Which Accompany Each Strategy Refer To?

The dimensions are meant to be self explanatory. The six areas over which each data collection strategy were selected from a group of twenty such possibilities, as being the most useful to evaluators.

The labeling of each strategy along these dimensions is not perfect. Not all strategies are easily identifiable by certain properties. Therefore you are advised to first use your own judgment in regard to where you think a strategy would fall, then compare your estimate with that provided within.

When a strategy shares attributes with more than one classification unit, or when a strategy is spread over a continuum, this has been indicated by multiple check-marks. For instance, if a strategy is equally appropriate for both the Planning Stage of our evaluation and the determination of results of a program, both categories are checked.

Where Did These Strategies Come From?

From various sources, primarily:

Gilchrist, R. S. and Roberts, B. R. Curriculum development a humanized systems approach. Belmont, Ca.: Fearon, 1974.

Hartley, H. J. Educational planning-programming-budgeting. Englewood Cliffs, N. J.: Prentice Hall, 1968.

Kerlinger, F. Foundations of behavioral research (2nd Ed.). New York: Holt, Rinehart, and Winston, 1973.

Sanders, J. R., and Cunningham, D. J. A structure for formative evaluation in produce development. Review of Educational Research, 1973, 43, 2, p. 217-236.

Sanders, J. and Cunningham, D. No. 2 Techniques and procedures for formative evaluation. Northwest Regional Educational Laboratory, August, 1974.



## Accreditation

See also expert opinion (critical appraisals).

<input checked="" type="checkbox"/> Method	Technique	Procedure
Planning	<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)	<input checked="" type="checkbox"/>	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	<input checked="" type="checkbox"/>	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	<input checked="" type="checkbox"/>	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	<input checked="" type="checkbox"/>	Ongoing Strategy

This measurement strategy is most often used for the examination of an educational institution in todo. Seven questions which can guide accreditators are:

1. What is the educational task of the institution?
2. Are the necessary resources available for carrying out the task of the institution?
3. Is the institution well organized for carrying out its institutional task?
4. Are the programs of instruction adequate in kind and quality to serve the purposes of the institution?
5. Are the institution's policies and practices such as to foster high faculty morale.
6. Is student life on campus relevant to the institution's educational task?

National Assessment of Educational Progress. National Results, Science. Denver, Colorado: Education Commission of the States, 1970.





National Study of School Evaluation. Evaluative criteria, secondary school. Arlington, Virginia: National Study of School Evaluation, 1969.

National Study of School Evaluation. Evaluative criteria, junior high school/middle school. Arlington, Virginia: National Study of School Evaluation, 1970.

North Central Association. Guide for the evaluation of Institutions of higher learning. 1965 Ed. Chicago: North Central Assoc., 5454 S. Shore Drive.



# Adversary Model

<input checked="" type="checkbox"/> Method	Technique	Procedure
Planning	Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Investment Required of Evaluator		Lo Time Investment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The methodological suggestions are modeled roughly after legal proceedings, on the assumption that methods developed by the law have been designed to deal with whole human events in social and historical context. These methods have evolved, and are evolving, as a consequence of the systematic accumulation and codification of experience with respect to issues of proof in the real world." (Levine, 1973)

Some techniques he supports are:





- cross examination
- clinical (psychological) supervision when dealing with subjective areas
- cross-disciplinary compilation of evidence

Kourilsky, M. An adversary model for educational evaluation. Evaluation Comment, 4, 2, June 1973.

Levine, M. Scientific method and the adversary model: Some preliminary suggestions. Evaluation Comment, 4, 2, June 1973.

Toulmin, S. The uses of argument. London: Cambridge University Press, 1958.





# Analysis of Documents

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
High Expertise in Subject Area		Low Expertise in Subject Area
High Time Investment Required of Evaluator		Low Time Investment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

\* There may be policy positions taken by a school district or by a community that have been filed away or that appear in a newspaper. State departments of education typically have impressive archives containing value statements made by relevant individuals and groups. Weiss (1971) provided an argument for the use of content analysis in formative product evaluation studies. This technique is just as useful, however, in collecting judgment data for evaluating objectives. The content analysis of speeches made by the President of the United States since he took office would provide interesting data about the consistency of his attitude toward issues in public education. Changes in his values uncovered by a content analysis could greatly effect the acceptability of certain objectives in a large development project." (From Sanders and Cunningham, 1973, p. 226)

Weiss, J. Formative curriculum evaluation: In need of methodology. Paper presented at the meeting of the American Educational Research Association, New York, February, 1971.

# Archival Data Records

Method	✓ Technique	Procedure
✓ Planning	Implementation	✓ Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Archival Data Records contain data already in existence, such as records of attendance, tardiness, school dropouts, and grades. They supply unobtrusive data that may be correlated with behavioral and attitudinal patterns to determine relationships. Gottman and Clasen, Webb and others provide excellent material regarding the use of such records." (from Gilchrist and Roberts, 1974, p. 98)

A few of the archival sources (episodic and private) listed by Webb et al:



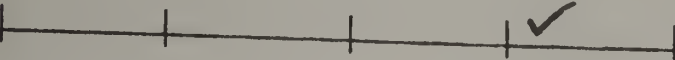

absenteeism	drug adoption
advertising	drug sales
air travel	economic forecasts
alcohol consumption	height of pilots
art	insurance purchases
autograph prices	job promotion
book sales	job seniority
children's drawings	job turnover
college grades	laundry activity
court martials	letters
desk calendars	medical visits
diaries	etc.

Gottman, J. M. and Clasen, R. E. Evaluation in Education: A Practitioner's Guide. Ithaca, Illinois: F. E. Peacock Publishers, 1972.

Sechrest, L. Unobtrusive Measures: Non-reactive research in the social sciences. Chicago: Rand McNally, 1966.

Webb, E. R., Campbell R., Schwartz, R. and Sechrest, L. Unobtrusive Measures: Non-reactive research in the social sciences. Chicago: Rand McNally, 1966.

# Attitude Inventories

Method	✓ Technique	Procedure
✓ Planning	Implementation	✓ Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Investment Required of Evaluator		Lo Time Investment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"And as the individual acquires more and more attitudes--as he 'assimilates' more and more objects in his world--his improvisations toward these objects and his fresh examinations and interpretations of them decrease. His actions become stereotyped, predictable, and consistent and social life becomes possible." (Kretch, Crutchfield and Ballachely), 1962, p. 137)

"Attitudes can be measured only on the basis of inferences drawn from the responses of the individual toward the object--his overt actions and his verbal statements of belief, feeling, and disposition to act with respect to the object." (Kretch, Crutchfield and Ballachely, 1962, p. 147)

Bogardus, E. S. Measuring social distance. J. Appl. Sociol., 1925, 9, 299-308.

Cretch, D., Crutchfield, R. S. and Ballachely, E. L. Individual in society. New York: McGraw Hill, 1962.

Edwards, Al L. and Kilpatrick, F. P. A technique for the construction of attitude scales. J. Appl. Psychol., 1948, 32, 374-384.

Guttman, L. The third component of scalable attitudes. Int. J. Opin. Attitude Res., 1950, 4, 285-287.

Likert, R. A. Technique for the measurement of attitudes. Arch. Psychol., 1932, no. 140.

Thurstone, L. L. Attitudes can be measured. Amer. J. Social., 1927-1928, 33, 529-554.



## Content Analysis

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)	-----✓-----	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	-----✓-----	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	✓-----	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	-----✓-----	Ongoing Strategy

"For the analysis of documents for collecting judgmental data about objectives, content analysis procedures have much to offer. Content analysis aims primarily at the objective quantification of content classified using a system of categories and explicitly formulated rules. The categories should be developed to fit the questions to be answered by the data and they should be mutually exclusive and exhaustive. Coding units (e.g., words, themes, paragraphs, etc.) are what the content analyst actually counts and places within the categories. Berelson (1952) describes three occasions for using content analysis:

1. researcher curious about content,
2. researcher seeks inferences re: producer,
3. researcher seeks to understand largest audience."

(Sanders and Cunningham, p. 20)

Berelson, B. Content analysis in communication research. New York: The Free Press of Glencoe, 1952.

Berelson, B. Content analysis. In Handbook of social psychology. Cambridge, Mass.: Addison-Wesley, 1954, pp. 458-518.

Budd, R. W., Thorp, R. K., & Donohew, L. Content analysis of communication. New York: Macmillan, 1967.

Grobman, H. Content analysis as a tool in formative and summative evaluation. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, April, 1972.

Kerlinger, F. Foundations of behavioral research (2nd Ed.). New York: Holt, Rinehart, and Winston, 1973.

Sanders, J. and Cunningham, D. No. 2 Techniques and procedures for



## Cost Analyses

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	✓	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

These differ from general systems analysis, not on principle, but on their emphasis upon cost factors. In systems analysis, the dollar cost of a project may assume a less important role than other considerations such as time, qualitative factors, stated objectives, professed values, human resources, risks, and available alternatives. Created as a means of solving problems of choice, cost-effectiveness analysis enables a decision maker to choose among feasible alternatives on the basis of least cost and greatest effectiveness. (Hartley, 1968, p. 39)

Cost analyses should be an evaluation concern in the appraisal of a first draft completion of an educational product or plan. Wilkinson (1971) described the following kinds of cost analysis that might be built into a formative product evaluation plan:

1. Traditional budgeting--establishment of expense categories, appropriation of resources to organizational units, and authorization of expenditures by organizational units.
2. Cost accounting--measurement of output quality and quantity at designated points in the educational process and assignment of costs incurred to achieve that output.
3. Cost analysis--definition of objectives and strategies to meet objectives; determination of resources required to mount strategies and the conversion of resources to dollar amounts to aid the establishment of budgets and information systems.
4. Cost effectiveness analysis--comparison of estimated resources required for alternative strategies to meet objectives with estimated output of the strategies to aid in the selection of a strategy.

Cost Analyses (continued)

5. Cost-benefit analysis--comparison of all relevant resources required to achieve an objective with the likely benefits (dollar value of results) to aid in making decisions about the desirability of initiating, revising, continuing, or terminating a program." (Sanders and Cunningham, 1973, p. 231)

Fisher, G. H. Cost considerations in systems analysis. New York: American Elsevier Publishing Co., 1971.

Hartley, H. J. Educational planning-programming-budgeting. Englewood Cliffs, N. J.: Prentice Hall, 1968.

McCullough, J. D. Cost Effectiveness: Estimating Systems Costs. p. 3229. Santa Monica, California: RAND corp., Sept. 1965.

Prest, A. and Turvey, R. Cost-benefit analysis: A survey. The Economic Journal, 1965, 75, 683-735.

Tanner, K. A heuristic approach to program cost/effectiveness analysis. Paper presented at the Annual Meeting of the American Educational Research Association, New York City, 1971.

Wilkinson, G. L. Needed: Information for cost analysis. Bloomington, Indiana: Indiana University School of Education, September, 1971.

# Criterion Referenced Tests (and Pre-Tests)

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)	-----✓-----	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	-----✓-----	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	-----✓-----	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	-----✓-----	Ongoing Strategy

Criterion-referenced tests were suggested by Glaser. They are constructed in direct relationship to the objectives of the instruction or program, not in reference to the normal curve. Therefore, high scores in the test would indicate success in achieving the objective. These tests can be prepared by the teacher or program director relating to particular objectives. Commercial publishers are beginning to prepare such tests in connection with specific cognitive programs." (Gilchrist and Roberts, 1974)


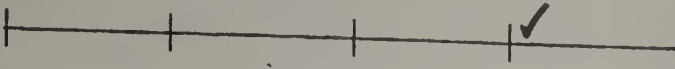
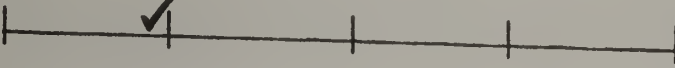

Anderson, R. C. How to construct achievement tests to assess comprehension. Review of Educational Research, 1972, 42, 145-170.

Glaser, R. Psychological bases for instructional design. AV Communication Review. Winter, 1966.

Popham, W. J. and Husek, T. Implications of criterion referenced measurement. Journal of Educational Measurement, 1969, 6, 1-9.

Womer, F. What is criterion referenced measurement? Paper presented at a meeting of the International Reading Association Committee on the Evaluation of Reading Tests, Bloomington, Indiana, 1971.


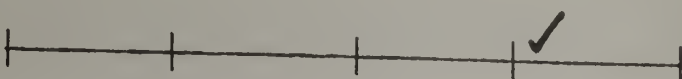


# Critical Incidents

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The critical incident technique developed by Flanagan is a method by which incidents are placed on cards and sorted to provide thematic clusters about behaviors. With this information, evaluators are able to identify the symptomatic problems emerging consistently from the data. This technique also may be employed to continue the data gathering over a long period of time." (Gilchrist and Roberts, 1974)



# Critical Time Analysis

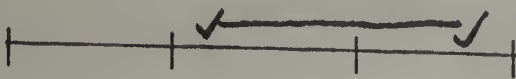

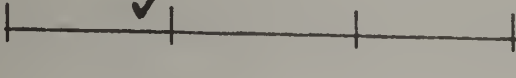

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Critical time analysis data are gathered on specific objectives for a certain period. During this time, which may range from ten seconds to twenty minutes, observers count and tally situations, skills, and types of performance of concern to them. Interaction analysis is an application of the critical time analysis technique." (Gilchrist and Roberts, 1974)

Flanders, N. A. Teacher influence in the classroom. In Amidon-Hough (ed), Interaction Analysis, Theory, Research, and Application. Reading, Mass.: Addison-Wesley, 1967.



## Delphi Technique

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"A variant of survey procedures for collecting judgmental data is the delphi technique. This technique makes use of a panel of experts who are mailed a set of questions to which they respond independently. A follow-up questionnaire reports a summary of original responses using the median and interquartile range as descriptive statistics for the responses to each original question. Each panel member is then asked to reconsider his first responses and revise them if he so desires. If his second response is outside the interquartile range, he is asked to justify his deviation from the majority judgment. In the third round, the second round responses are summarized and a summary of the reasons provided for deviant positions is also included. Each panel member is asked to reconsider his second round responses given the results and reasons yielded from that round. A respondent who desires to remain outside the interquartile range on the third round is asked to present his reasons. This iterative procedure can continue for several more rounds after the third, but the payoff begins to diminish quickly. On the final round, panel members are asked to revise their responses one last time given the results and arguments yielded by the previous round. This procedure has been used in management to attain consensus judgments from a panel of experts. Often the results have been less than spectacular due to weaknesses inherent in the process, but on many occasions useful results have been obtained. This is a procedure that the formative evaluator may find useful in the early stages of product development when commitments on selected developmental goals must be made." (Sanders and Cunningham, 1974, p. 19)




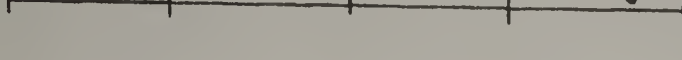
Delphi Technique (continued)

Helmer, O. Analysis of the future: The delphi method. Santa Monica, California: Rand Corporation, 1967.

Sanders, J. R., and Cunningham, D. J. A structure for formative evaluation in produce development. Review of Educational Research, 1973, 43, 2, p. 217-236.

Sweigert, R. L., Jr. and Shabacker, W. J. The delphi technique: How well does it work in setting educational goals? Paper presented at 1974 AERA Session.

Directed Observation (Behavior Observation)

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

These techniques--which exist in such standardized forms as the Ryans' Classroom Observation Record, Merrill's Measurement of Mother Child Interaction, or Leader Behavior Description Questionnaire (LBDO)--is best used when intended outcomes are primarily behavioral.

"Many educational research problems, for example, strongly demand behavior observations: children in classrooms interacting with each other and with teachers, administrators and teachers discussing school problems in staff meetings, boards of education working toward policy decisions. Behavior observations can be used in natural situations and experimentally contrived situations." (Kerlinger, 1964, p. 522-523)

Hutchinson (1972) has described three prime criteria for successful observations, i.e. that they be unobtrusive, natural and direct.




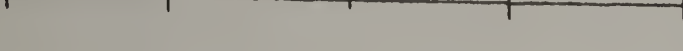
Butler, J. M., Rich, L. N., & Wagstaff, A. K. Quantitative naturalistic research. Englewood Cliffs: Prentice-Hall, 1963.

Hutchinson, Thomas E. XEROX, University of Massachusetts, School of Education, 1972.

Kerlinger, F. N. Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, 1964.

# Descriptive Checklists

(Objective completion, criterion checklists)

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"One type of descriptive information is physical specifications which is simply a description of the primary "tangible" characteristics of the product consisting in large part of media characteristics. This type of information is best collected by means of a checklist which includes the majority of the characteristics upon which products can vary. These characteristics are usually media specific in that any general purpose checklist would be impossible to construct." (Sanders and Cunningham, 1974, p. 24)

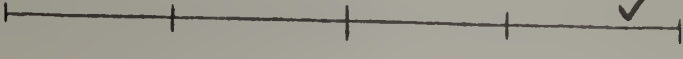



Objective completion data simply enumerate the data indicating the work or skill completed. For example, a workbook was completed, a newsletter sent out, the game is completed and Team X is the winner. The glee club sang three songs for the assembly; ten books about Japan have been read; twelve ceramic dishes were completed for the art fair.

Edmonson, J. B. et al. The textbook in American education. Thirtieth Yearbook of the National Society for the Study of Education. Part II. Bloomington, Illinois: Public School Company, 1931.

Sanders, J. R., and Cunningham, D. J. A structure for formative evaluation in produce development. Review of Educational Research, 1973, 43, 2, p. 217-236.



Experimental and Quasi-Experimental Designs; Hypothesis Testing

<input checked="" type="checkbox"/> Method	_____ Technique	_____ Procedure
_____ Planning	_____ Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The choice of design for a formative product evaluation is a complicated decision depending upon a number of considerations: cost, utility, practicality, tolerance for certain forms of invalidity, extent of generalizability desired, and so forth. Campbell and Stanley (1963) have discussed the major considerations in the choice of a design: internal and external validity; or, alternatively, replicability and generalizability. The evaluator needs to be concerned with replicability in that if the effect of his product cannot be reliably established, then, of course, decisions about how to make the product better are meaningless. The formative evaluator must also be sensitive to the extent and type of generalizability of his product. He may not be interested in making generalizations from his evaluation to other products or other contexts than the intended one but within the intended contexts he has to take steps to ensure generalizability. Campbell and Stanley (1963) list eight potential sources of internal invalidity and four potential sources of external invalidity. Each design discussed in their chapter is evaluated against these threats to validity and the consumer of these designs is able therefore to choose those designs which minimizes threats of most concern." (Sanders and Cunningham, p. 35)





Anderson, R. C. The comparative field experiment: An illustration from high school biology. Proceedings of the 1968 Invitational Conference of Testing Problems. Princeton, N. J.: Educational Testing Service, 1969, 3-30.

Campbell, D. T., & Stanley, J. E. Experimental and quasi-experimental designs for research in teaching. In N. L. Gage (Ed.), Handbook of Research on Teaching. Chicago: Rand McNally, 1963.



Expert Opinion (Critical Appraisals)

See also Accreditation Procedures, Intersubjective Agreement

<u>✓</u> Method	<u>Technique</u>	<u>Procedure</u>
<u>✓</u> Planning	<u>✓</u> Implementation	<u>✓</u> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

a. From the Target Population:

Abedor (1972) suggested procedures for collecting judgmental data about objectives from representatives of the target population for a product. His procedures could be adapted so that subjects are given an objective or a list of objectives and are asked to react to them as behaviors that the subjects could be asked to demonstrate after using the product. A valuable lesson here is that members of the target population are 'experts' who are often overlooked in formative evaluation. In addition, they are one of the most critical and insightful audiences available to the evaluator. Since they will be suffering the consequences of bad development in the long run, they have something to lose by not providing feedback to the evaluator. (Sanders and Cunningham, 1974, p. 20)

b. From the Developer:

The first and most severe critic must be the developer. But his own criticism is not enough, for inevitably he will be biased and unable to see all the weak points of his work. Therefore, he must solicit critical opinion from his immediate colleagues and various outsiders--specialists in educational media and evaluation, university professors of the subject, and school teachers and students using trial versions of the course. (Walber, 1970, p. 567)

Expert Opinion (continued)

In General:

The techniques for collecting critical appraisals overlap to a great extent with the methods of evaluating objectives described earlier. Collections of opinions from experts of all sorts, teachers, parents, students, administrators, authors, etc. can be accomplished by means of questionnaires, checklists, interviews, panels, diaries, Q-sorts, the delphi technique, etc. The criteria against which each of these populations can appraise the materials will vary. Teachers will undoubtedly be concerned with such factors as congruence of content with their own biases or capabilities, practicality of the format, mode, and/or requirements of the instruction, degree of integration with existing curricula, extent of teacher input, flexibility, and so on. Parents may be very concerned with the type of value system implied in the material, currency of content, orientation (i.e., to college bound or vocationally oriented students), sex or racial bias portrayed, and so on. Any or all of this information can bear upon the subsequent revision of instructional materials especially when external information supports the critical appraisal. (Sanders and Cunningham, 1974, p. 22)





Abedor, A. Second draft technology. Bulletin of the School of Education, Indiana University, 1972, 48, 9-43.

Lawson, T. E. Formative instructional product evaluation instruments. Urbana, Illinois: Center for Instructional Research and Curriculum Evaluation, 1972. Also in Educational Technology, 1973, 42-44.

Stake, R. Objectives priorities, and other judgment data. Review of Educational Research, 1970, 40, 181-212.

Walberg, H. J. Curriculum evaluation: Problems and guidelines. Teachers College Record, 1970, 71, 557-570.

GFE (Goal Free Evaluation)

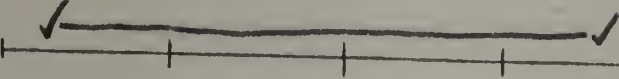

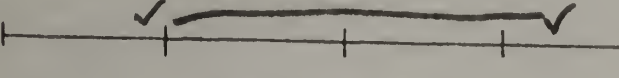
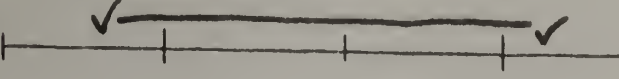
<input checked="" type="checkbox"/> Method	Technique	Procedure
Planning	<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Scriven (1972) coined the term, goal-free evaluation, to refer to evaluation completely divorced from goal statements. He defined the role of the goal-free formative evaluator as follows:

The GFE can work in the formative role...but he will not be doing what most formative evaluators do. He will not be spending much of his time helping the project staff convert their plans into behavioral objectives. He will not be advising them on probable mismatch between their abstract goals and some implicit commitments of their materials. He will not be constructing biserial correlation matrices for item analysis on their quizzes. He will simply get a look at the materials plus procedures (or descriptions of what they will be like) and a deadline by which time he must get evaluative feedback into the rewrite/replan process (pp. B2-3).

This is an excellent tool for investigation unintended side effects.

# Group Data Collection

<input checked="" type="checkbox"/> Method	<input type="checkbox"/> Technique	<input type="checkbox"/> Procedure
<input checked="" type="checkbox"/> Planning	<input type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy



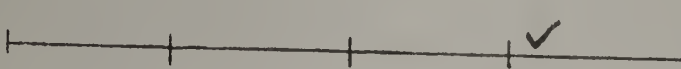
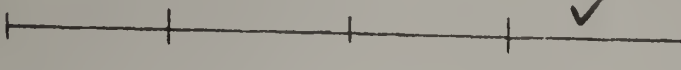
W. James Popham, at the AERA convention of 1974 in Chicago, stressed the importance of group measures of affective goals.

This information can be collected from informally meeting groups, regular classes or regularly meeting groups.

Many individual techniques can be modified to become group measures.



# Informal Observation

<u>✓</u> Method	<u>Technique</u>	<u>Procedure</u>
<u>✓</u> Planning	<u>✓</u> Implementation	<u>✓</u> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Sara M. Steele has devised a system which merely extends the common sense process of evaluation persons naturally use. The major elements of her design are:

- (1) criteria.
- (2) evidence.
- (3) judgment.

Titled the natural process approach, Steele says you: "Start with how the individual usually evaluates. See how the accuracy and efficiency of the natural process can be improved." Evaluation assess the value of programs and programming activities. There are three major elements in evaluation: criteria, evidence, and judgment. Evaluation takes place when judgments are made. Judgments are improved when they're made by comparing evidence about the aspect to be judged with criteria for what should be.

Steele, S. M. Contemporary approaches to program evaluation: Implications for evaluating programs for disadvantaged adults. Washington, D.C.: Educational Resources Division Capitol Publications, Inc. 1973.



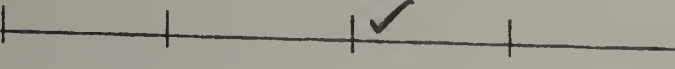



# Intersubjective Agreement

<u>Method</u>	<input checked="" type="checkbox"/> <u>Technique</u>	<u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<input checked="" type="checkbox"/> <u>Results</u>
Subjective (Judgmental)	<input checked="" type="checkbox"/>	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	<input checked="" type="checkbox"/>	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	<input checked="" type="checkbox"/>	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	<input checked="" type="checkbox"/>	Ongoing Strategy

"Intersubjective agreement gathers the views of multiple participants. They may be administrators, parents, or students, or others. During the learning situation or activity, do the teachers and learners appear interested? Do they stay for a long time or do they look and leave? Do students show interest and desire to be a part of the process? Is there sustained interest among the observers or students lasting beyond the official time? Agreements may come in the form of separate statements reflecting common concerns or enthusiasm. Nomothetic clustering can provide the intersubjective agreement. Ways to gather and sum these agreements appear in the phenomenological studies of Duquesne University." (Gilchrist and Roberts)

## Interviews

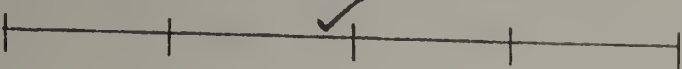



<u>Method</u>	<u>Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Interviews can be formally or informally conducted. It is the one place where the question "How are you doing?" can be asked. It must be regarded as an essential question because whatever the learner answers is accurate for him and must be considered factual. It may be accomplished by plan or incidentally; however, it must be included in the evaluation process. A record should be kept to assure that each person involved is interviewed. Notes should be kept concerning the tone and substance of the talk. Was it open or closed in feeling? Did the tone change over a period of time? How did the evaluator react? Did the evaluator begin by setting aside her biases also?" (From Gilchrist and Roberts, 1974)

Miller D. C. A handbook of research design and social measurement.  
New York: David McKay Co., Inc., 1970

Institute for Social Research. Interviewer's Manual. Ann Arbor,  
Michigan: Institute for Social Research, University of Michigan,  
1969

# Inventories (Personality and Interest)

<u>Method</u>	<input checked="" type="checkbox"/> <u>Technique</u>	<u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<input checked="" type="checkbox"/> <u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy



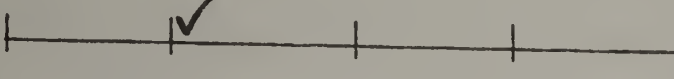

These are standardized instruments which describe a person in terms of pre-set categories, thus allowing comparison of the individual to the norm.

Examples of interest inventories are the Strong Vocational Interest Blank (SVIB) and the Kuder Preference Record.

Personality inventories most often describe an individual in terms of traits.

Like any norm referenced instrument they have the advantage of comparing an individual to a larger group, and the disadvantage of perhaps being totally inappropriate to any one individual or group.

# Learning Structure Analysis

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Investment Required of Evaluator		Lo Time Investment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

In essence, the learning structure is a logical analysis of the objective and, as is well known, logic does not always simulate reality. Skills which are presumed to be subordinate to a particular objective may turn out not to be or the sequence of subconcepts may prove to be wrong. Learning hierarchies are, in essence, hypotheses concerning the content, hypotheses which can only be confirmed empirically. The usefulness of a particular learning hierarchy will depend upon how well it fits the reality of the situation. Many subject matters do not lend themselves to hierarchical analysis. In other words, the example and systems similar to it, do not possess unlimited applicability but they should prove useful in many situations. (Sanders and Cunningham)

Educational Products Information Exchange (EPIE). Early childhood education, how to select and evaluate materials. EPIE Report No. 42, 1972.

Gagne, R. M. The conditions of learning (2nd Ed.) New York: Holt, Rinehart, and Winston, 1970.

Sanders, J and Cunningham, D. A structure for formative evaluation in product development. Review of Educational Research, 1973, 43, 217-236.



Logical Analyses (of both needs and goals)

Method	✓ Technique	Procedure
✓ Planning	Implementation	Results
Subjective (Judgmental)	✓	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	✓	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	✓	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	✓	Ongoing Strategy

"Clayton (1968) has implied that certain methods drawn from the discipline of philosophy could be used to determine the validity of priority and value statements. In essence, an objective is a value or priority statement. It is a statement about a desired outcome. Some priority has been assigned to that outcome. One logical procedure for establishing the value of a set of objectives is to examine the cogency of the argument or rationale behind each objective. If there are no justifiable reasons for listing an objective, it cannot be too valuable. Here is one point where a needs assessment could facilitate matters greatly for the educational developer. If he has evidence on which to base his arguments for a set of objectives, few people are going to question the appropriateness of such objectives.

A second method for logically analyzing an objective is to examine the consequences of accomplishing it. In many cases, it will be hard to foresee consequences of discriminate among consequences of alternate objectives. However, when consequences can be predicted and alternate objectives are associated with discriminable consequences, then this method of analysis will have some pay-off. A search of the educational research literature will sometimes reveal the implications of achieving specific objectives. This information should not be ignored when objectives are being evaluated.

A third method for logically analyzing an objective is to appeal to higher-order value statements. If a program objective is in conflict with a policy statement or a state that everyone feels is desirable, then the objectives should be reconsidered.



Logical Analysis (of both needs and goals) (continued)

Scriven (1966) suggested another, similar kind of value-reasoning. He maintained the following:

1. If something will bring about a state of affairs that people value, that is a good prima facie reason for doing it.
2. If there are prima facie reasons for doing something and none against, we should do it.
3. If there is a conflict of supportable prima facie reasons, appeal must be made to a general moral principle.





(from Sanders and Cunningham, 1973, p. 224-225)

Clayton, A. S. Education and some moves toward a value methodology. Unpublished manuscript, School of Education, Indiana University, 1968.

Sanders, J. R., and Cunningham, D. J. A Structure for formative evaluation in product development. Review of Educational Research, 1973, 43, 2, p. 217-236.

Scriven, M. Value claims in the social science. Boulder, Colorado: Social Science Education Consortium Publication No. 123, 1966.


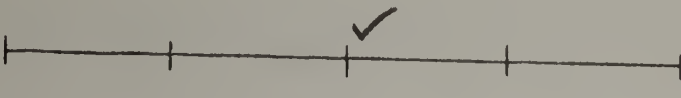


# Media Monitoring and Materials Analysis

<u>Method</u>	<u>✓ Technique</u>	<u>✓ Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Reviewing T.V. shows, radio shows, newsletters, newsmagazines can provide information for development. Also this can occur during the measurement of accomplishment by looking at media releases following implementation of a program.

Additionally this is a form of data collection (tape recording, filming, video taping) which might supplant traditional paper and pencil type documentation.

## Needs Assessment

<input checked="" type="checkbox"/> Method	<input type="checkbox"/> Technique	<input type="checkbox"/> Procedure
<input checked="" type="checkbox"/> Planning	<input type="checkbox"/> Implementation	<input type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Popham (1970) has described needs assessment as identifying discrepancies between desired outcomes and current status. Inherent in that definition are difficulties with operationally defining desired outcomes and finding reliable, content, valid measures of current status.

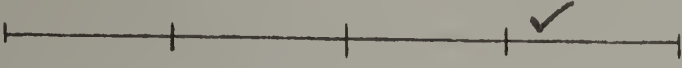
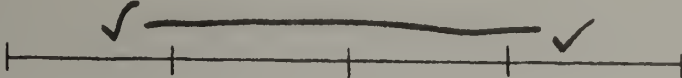

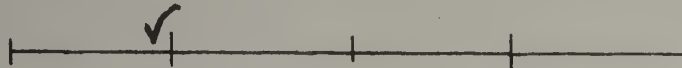
Description of an existing state of affairs which compared a desired reality with an existing one. Within some Needs Analysis systems, data is collected on the degree to which certain states of affairs exist." (from Sanders and Cunningham, 1973)

A more detailed needs analysis strategy focused on the decision maker is available through the Coffing et al reference below.

Coffing, R. T. et al. Needs analysis sub-methodology for education of the handicapped--version I. Report prepared for ACES-AREA Cooperative of Educational Services, North Haven, Connecticut, 1973.

Popham, W. J. Educational Needs Assessment. Paper presented at ESEA Title III Regional Workshops.

# Operationalization of Objectives (and Operationalization Matching)

Method	Technique	✓ Procedure
✓ Planning	Implementation	✓ Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Investment Required of Evaluator		Lo Time Investment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

This is a procedure whereby abstract goals are defined in terms of more concrete objectives. This process helps to maintain the essence of the original "higher-order Intents" while providing meaningful indicators of the presence or absence of the desired conditions, i.e. observable components.





Generally this is not used as a data collection device per se, but precedes the actual measurement. However, through a process called "operationalization matching" this can occur. That is, by using this process with two subjects, one can compare conceptions of some quality much the same way attitudes can be compared via the semantic differential.

Brooks, P., Benedict, L. G., Hutchinson, T. E. and Coffing, R. T. Defining educational objectives from goals: Breaking down fuzzy concepts. Amherst, Mass.: NES Press, 1974. (in press)

Mager, R. F. Preparing instructional objectives. Palo Alto, Ca.: Fearon Press, 1962.

# Opinion Scales

(See also attitude inventories)

<u>Method</u>	<u>✓</u> <u>Technique</u>	<u>Procedure</u>
<u>✓</u> <u>Planning</u>	<u>Implementation</u>	<u>✓</u> <u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Opinion scales may be designed to gather subjective response to programs, events, conditions. These may be completed by interview or survey questionnaire. The Gallup poll can be considered as an example of this method.



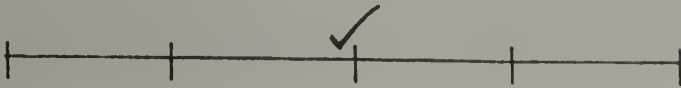

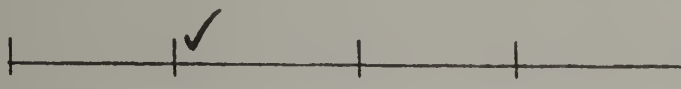

# Oral Problem Solving

<u>Method</u>	<u>Technique</u>	<input checked="" type="checkbox"/> <u>Procedure</u>
<u>Planning</u>	<input checked="" type="checkbox"/> <u>Implementation</u>	<u>Results</u>
Subjective (Judgmental)	<input checked="" type="checkbox"/>	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	<input checked="" type="checkbox"/>	Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	<input checked="" type="checkbox"/>	Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	<input checked="" type="checkbox"/>	Ongoing Strategy

"Essentially this technique consists of placing the author (or his agent) with one or more students as they use the materials. Ideally the student(s) will, by means of oral or written comments, help the author locate ambiguities, errors of sequence, and the like, and allow the author to test his assumptions concerning the mental operations which will be employed by students using the material. The students are generally told to "think aloud" as they work through the materials, a procedure which it is hoped will give the author insights into the students' thinking processes and into how well his materials have coordinated themselves with those processes." (Sanders and Cunningham, p. 30)

Sanders, J. R., and Cunningham, D. J. A structure for formative evaluation in product development. Review of Educational Research, 1973, 43, 2, p. 217-236.

PERT (Program Evaluation and Review Technique)




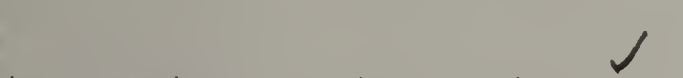
<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"PERT is a device for planning, controlling, monitoring, and evaluating complex projects that have been structured into component parts, time elements, and cost factors. While providing a network of activities for a project, PERT furnishes several alternative estimates for each activity. After the activity estimates are recorded on the network, a "critical path" is constructed in order to list the activities that have no slack time and will require the greatest expected time to accomplish." (Hartley, H. J., 1968, p. 38)

Cook, D. L. Program evaluation and review technique: Applications in education. Washington, D.C.: United States Department of Health, Education and Welfare, 1966).

Hartley, H. J. Educational planning-programming-budgeting. Englewood Cliffs, N. J.: Prentice-Hall, 1968.

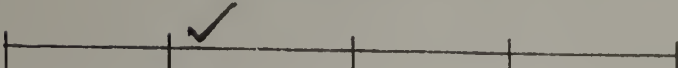



PPBS (Planning, Programming, Budgeting System)

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

As a wholistic systematic approach to analyzing and operation educational institutions, PPBS offers an alternative to on-line budgeting procedures.

It can help to facilitate change through modification of the budgetary components of an enterprise which is often the most difficult unit to crack.

## Q-Technique

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The Q technique is the logical operationalization of Stephenson's theoretical Q methodology. Briefly, a list of need statements or goal (objective) statements may be assigned numerals, placed on cards and given to persons to rank order according to some predetermined rules. The ordinal data that result from the sorts may then be analyzed to yield a number of useful statistics such as:

1. Consistency or homogeneity of ranking within a group of persons (answering the question of how much do people agree on their perceptions of the needs or objectives).
2. Overall (and subgrouped) rankings (or sets of priorities) on the list of needs or objectives (and also the variance for each need or objective statement).
3. Differences in ranking profiles among groups of persons (e.g., a summary of differences among a school board, the school teachers, the school administrators and parents on the priorities or values assigned to a list of needs or objectives).
4. Clusters of needs or objectives as ranked by a given group of persons.
5. Clusters of persons as they rank needs or objectives (e.g., Do Republicans versus Democrats cluster respectively on their priorities?).
6. Similarity of the distribution of rankings by a group of persons to an ideal or criterion distribution.





Q-Technique (continued)

There are two basic types of Q-sort, each with a particular use: structured and unstructured. Structured Q-sorts are those that include a set of rules whereby a certain number of cards (needs or objectives) must be placed in each of a certain number of piles (e.g., left-hand piles for most valuable and right-hand piles for least valuable needs or objectives). Here we are forcing the sort into a predetermined distribution, according to some theory. Unstructured Q sorts are those used where there is no underlying theory and we ask a person to merely place the cards into a predetermined number of piles according to his own perceptions of where they should be placed. In essence, we are saying here, "Let the cards fall where they may." (Sanders and Cunningham, 1974, p. 10)

- Bauman, D. J. Computer program for processing Q-sort data. Educational and Psychological Measurement, 1970, 56, 67-74.
- Stephenson, W. The study of behavior: Q-technique and its methodology. Chicago: University of Chicago Press, 1953.
- Sanders, J. and Cunningham, D. No. 2 Techniques and procedures for formative evaluation. Northwest Regional Educational Laboratory, August, 1974.



Questionnaire (locally prepared)  
See Interviews, Surveys

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy


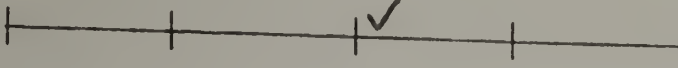
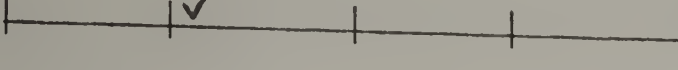
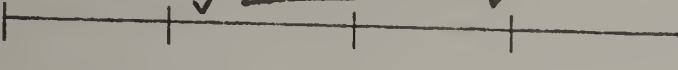
This means of gathering data is very popular because it promises to secure data at a minimum of time and expense. The popularity of the method is often defeating because many respondents are overburdened by the number which reach them. In the competition for his time, the respondent increasingly examines the purpose of the study, the sponsorship, the utility of the findings to him, the time required to fill it out, the clarity and readability of the type, and perhaps, the quality of the paper. (Miller, 1970, p. 76)

Miller, D. C. Handbook of research design and social measurement. New York: David McKay, 1970. See Guides for the selection and construction of questionnaires as utilized in field research, p. 76-83.

Oppenheim, A. Questionnaire design and attitude measurement. New York: Basic Books, 1966.

Sanders, J. and Cunningham, D. No. 2 Techniques and procedures for formative evaluation. Northwest Regional Educational Laboratory, August, 1974. (Here they provide an excellent one page summary of questions.)


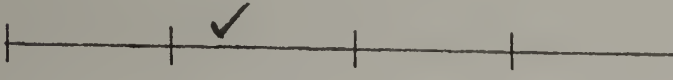


# Rating Systems

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

These include such devices as confidential personality type records, (as a rating by superior), or nomination techniques (as a rating by a peer). Sociometric rating which results in such things as sociogram is also included as a rating system.

"Few rating scales are distributed commercially, since the common practice is to develop a new instrument for each or each investigation" (Cronbach, 1960, p. 523) although some standardized scales to exist such as the Wittenborn Psychiatric Rating Scales published by the Psychological Corporation or the Fels Parent Behavior Rating Scales.

## Scales

<u>Method</u>	<u>Technique</u>	<u>✓ Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy



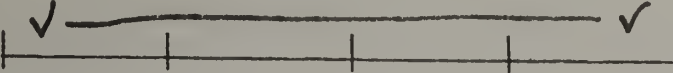
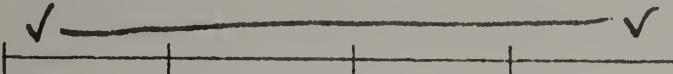
' A scale is a set of symbols or numerals so constructed that the symbols or numerals can be assigned by rule to the individual (or their behaviors) to whom the scale is applied, the assignment being indicated by the individual possession of whatever the scale is supposed to measure. Like a test, a scale is a measuring instrument. Indeed, except for the excess meaning associated with test, we can see that a test and scale are similarly defined. Strictly speaking, however, scale is used in two ways: to indicate a measuring instrument and to indicate the systematized numerals of the measuring instrument." (Kerlinger, 1964, p. 480)

Scales can be compared to criterion checklists, analysis of documents, media monitoring or literature reviews as another general way of collecting evaluation data.

Kerlinger, F. N. Foundations of behavioral research. New York: Holt, Rinehart and Winston, 1964.

Torgerson, W. Theory and Methods of Scaling. New York: Wiley and Sons, Inc., 1958.


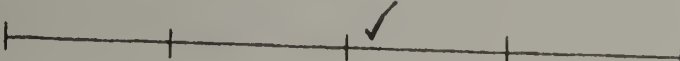


# Self Designed Strategies

<input checked="" type="checkbox"/> Method	<input type="checkbox"/> Technique	<input type="checkbox"/> Procedure
<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Results
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

Data collection methods and techniques can be designed by (1) the evaluator, (2) the program developer, or (3) and perhaps most importantly, the subject (or student).

These might be variations of existing techniques, or these persons might supply needed additional creative devices.

# Semantic Differential

<u>Method</u>	<u>Technique</u>	<input checked="" type="checkbox"/> <u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<input checked="" type="checkbox"/> <u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The Semantic Differential is constructed using a continuum between polar points referring to a concept. For example, an activity may be rated along a continuum from "Dull" to "Stimulating." The student may indicate his response to the activity by choosing a calibration on the continuum. The Semantic Differential has the advantage of eliciting data quickly because reading and writing are minimal and tabulation of results is relatively simple." (Gilchrist and Roberts, 1974)



## Sociometric Tests

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)	✓	Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	✓	Ongoing Strategy

Three areas of social measurement can be identified. These are:

1. Psychometric and social psychological scales: psychological measurements including intelligence scales, personality tests and scales, attitude tests and scales.

Examples of these scales are MMPI, Authoritarian Personality (F) Scale, Morale and Job Satisfaction Scales, as well as attitude scales to measure leisure satisfaction, community attitudes achievement orientation, and alienation.

2. Demographic Scales: measurements of the forms or results of social behavior in large units such as the community, state, or nation.

Examples include community rating scales, community services activity, citizen political activity, and a community solidarity index.

3. Sociometric Scales: measurements of the social structure and process.

Examples are sociometric tests to measure informal friendship constellations, measurements of social participation, of social distance, of group cohesiveness, and of social status." (Miller, 1970, p. 163-164)

All the above examples are provided in full in Miller's (1970) book.

Miller, D. C. Handbook of research design and social measurement.  
New York: David B. McKay, 1970.

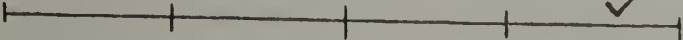

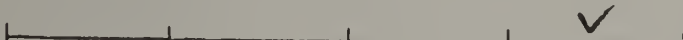
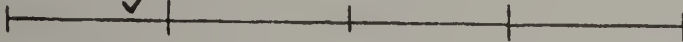
# Standardized Achievement Tests

(See also Sociometric Tests and Standardized Self Report Instruments)

<u>Method</u>	<input checked="" type="checkbox"/> <u>Technique</u>	<u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<input checked="" type="checkbox"/> <u>Results</u>
Subjective (Judgmental)	<input checked="" type="checkbox"/>	Objective (Empirical)
Hi Evaluator Expertise in Subject Area	<input type="checkbox"/>	<input checked="" type="checkbox"/> Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator	<input type="checkbox"/>	<input checked="" type="checkbox"/> Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort	<input checked="" type="checkbox"/>	Ongoing Strategy

"Standardized achievements tests were developed as a means of assessing the general level of achievement of students of a given classification. They reveal the relationship of students and student groups to the total classification in achievement. They are not able to adequately measure the success of a program, because the tests are deliberately set up to obtain normal distributions." (Gilchrist and Roberts, 1974, p. 100)





# Standardized Rating Scales

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Standardized rating scales judge the quality of products such as typing, visual arts, and writing. Such scales evaluate in realms often inaccessible to many highly mathematical instruments."  
(Gilchrist and Roberts, 1974, p. 101)

# Standardized Self-Report Instruments

(See also Sociometric Tests, Standardized Achievement Tests)

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Standardized self-report instruments report information about one's own attitudes, interests, appreciation, and inferences concerning the possession of psychological traits." (Gilchrist and Roberts, 1974, p.101)


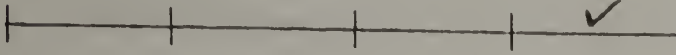


An example of a "humanistic" self-report instrument is the POI (Personal Orientation Inventory). Some others are the Mooney, SRA, Billett-Starr, Allport-Vernon-Lindzey, Kuder Personal, Bell, California (CTP), Edwards and Gordon inventories.

Cronbach, L. J. Essentials of psychological testing, New York: Harper Row, 1960.



## Surveys

(See also Decision-Oriented Survey Questionnaires, Attitude Inventories, Opinion Scales, Interviews)

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>✓ Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy


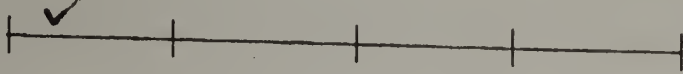


"The early stages of survey design comprise decision-making about the aims of the study and identification of hypotheses to be tested or questions to be answered. Talking to experts and reviewing literature related to the evaluation focus should enable the evaluator to get a feel for the problem. After deciding on the questions to be answered, it is important to consider the analyses, results, etc. needed to answer the questions. At that point, the evaluator should be able to infer the questionnaire questions that are to be asked and how they should be quantified." (Sanders and Cunningham, 1974, p. 18)

Herriott, R. Survey research method. In R. E. Ebel (Ed.)  
Encyclopedia of Educational Research. New York: Macmillan, 1969.

Potter, D., Sharpe, K., Hendee, J. and Clark, R. Questionnaires for research: An annotated bibliography on design construction, and use. Portland, Oregon: Pacific Northwest Forest and Range Experiment Station, 1972.



# System Analysis

<u>Method</u>	<input checked="" type="checkbox"/> <u>Technique</u>	<u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"The objective is to apply both general systems theory and operations analysis to education, so that one may define a school system as a set of entities possessing specified properties and relationships. A system is analytic and it depicts abstractions from reality that constitute only a portion of the phenomenal world. It can be empirical in nature, because observed interactions may be viewed as a system." (Hartley, 1969, p. 40)

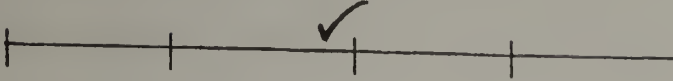



Association of School Business Officials, International inventory of educational research management systems (ERMS-PPBES) committee project. ASBO Research Library, Chicago, Ill. 60625.

Clelland, D. and King, W. Systems analysis and project management. New York: McGraw-Hill, 1968.

Hartley, H. J. Educational planning, programming and budgeting. Englewood Cliffs, N. J.: Prentice Hall, 1969.

Kershaw, J. and McKean, R. Systems analysis and education. Santa Monica, Ca.: Rand Corp., Memorandum RM-2473-FF, 1959.

## Task Analysis

<u>Method</u>	<input checked="" type="checkbox"/> <u>Technique</u>	<u>Procedure</u>
<input checked="" type="checkbox"/> <u>Planning</u>	<u>Implementation</u>	<u>Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"Task analysis techniques are involved primarily with the prescription of the prerequisites and conditions under which behaviors may be developed and a description of the behaviors which comprise a given performance. The six categories of task analysis are:

1. Task analysis based upon objectives. This method includes the specification of instructional objectives and the specification, for each objective, of the type of behavior (e.g., knowledge, comprehension receiving, responding, etc.) required for each.
2. Task analysis based upon behavioral analysis (see above example).
3. Task analysis based on information processing. This method includes a prescription of information to be processed for the performance to be mastered. Considerations of cues, manipulations to be made, feedback, etc. are central to this method.
4. Task analysis based on a decision paradigm. Underlying decisions which must be made to perform a given task are analyzed and decision chains and procedures are provided.
5. Task analysis based on content structure. This method includes the identification of rules and examples involved in the task, the presentation of these rules and examples and the discussion of relationships between them.

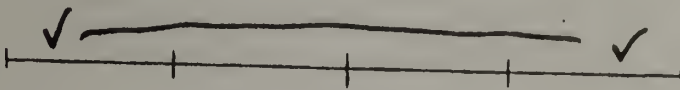



Task Analysis (continued)

6. Task analysis based on vocational schemes. This method involves the reduction of a performance into jobs, duties, tasks and task elements." (Sanders and Cunningham, 1974, p. 13-15)

Davies, I. Task analysis: Some process and content concerns. Audio-Visual Communication Review, 1973, 21, 73-85.

Thiagarajan, S., Semmel, M. and Semmel, D. Sourcebook on instructional development for training teachers of exceptional children. Bloomington, Ind.: Center for Innovation in Teaching the Handicapped, Indiana University, 1973.

## Unobtrusive Measures

<u>Method</u>	<u>✓ Technique</u>	<u>Procedure</u>
<u>Planning</u>	<u>✓ Implementation</u>	<u>✓ Results</u>
Subjective (Judgmental)		Objective (Empirical)
Hi Evaluator Expertise in Subject Area		Lo Evaluator Expertise in Subject Area
Hi Time Invest- ment Required of Evaluator		Lo Time Invest- ment Required of Evaluator
Brief Intensive "One Shot" Effort		Ongoing Strategy

"In Unobtrusive Measures, Webb et. al. brought to our attention a means of determining values by measures that were not designed to reveal progress toward the objective. The number of books checked out of the library on the subject of mythology may indicate the interest generated by a teacher on that topic. The wear and tear evidenced by the appearance of a particular book may indicate its use. The number of students who play a game may indicate the popularity of that game. Leisure activities provide a fertile ground for gathering information about what a student values. The number of times students refer to a particular exhibit may be clear evidence of its value as a course." (Gilchrist and Roberts, 1974, p. 98)

Sechrest, L. Use of innocuous and noninterventional measures in evaluation. In B. R. Worthen and J. R. Sanders, Educational Evaluation: Theory and Practice. Worthington, Ohio: Charles A. Jones, 197

Webb, E. R., Campbell, R., Schwartz, R. and Sechrest, L. Unobtrusive measures: Non-reactive research in the social sciences. Chicago: Rand McNally, 1966.

## APPENDIX B

Who Am I?: Another Answer



Please note:

In the working version of the curriculum Acts I, IV, VI, and XI include audiotapes. These tapes have not been included in this Appendix unit. They are available by contacting the author at the University of Massachusetts, School of Education, in Amherst, Ma.



WHO AM I?:  
ANOTHER ANSWER

## General Introduction to the Learning Program Who Am I?: Another Answer

"Who am I?" is a question many of us have asked. If you think about it, our answer to it tends to vary considerably. The passage of time, our moods, the environment in which we ask it, and so on, can all affect our response. Through a variety of techniques this learning package invites you to re-examine the question of identity, and to be receptive to the possibility of new answers emerging.

### Content notes

The title of the series "Who Am I?: Another Answer" suggests the content included. You will be encouraged to both cognitively and experientially examine many of the qualities which constitute your "self", your personal definition.

Interwoven with exercises to help you clarify your present definition of self will be opportunities to expand this self conception by actually "being" someone you may never have been before. In Psychosynthesis (the growth system to which these materials are closely aligned), this is referred to as experiencing oneself as a center of pure consciousness.

But these materials are not only for the neophyte in the area of higher consciousness. Persons who have had what Maslow calls peak experiences (through meditation, exercise, movement, love, art, music and so on) yet have not been able to apply these to the rest of their lives, may find the context helpful.

Further, for those persons who already have what might be called a deeper awareness of self, and have integrated this into their life experience, the practical tools for self development - relaxation techniques,

visualization exercises, or self analysis methods - might be most important.

### Process notes

The materials themselves consist of tapes and workbooks. Each of the thirteen acts in this self development play requires about one hour. Initial suggestions as to how to proceed in each session are provided in the workbook. Further instructions which might be required during the exercise are given via the tapes (four of the thirteen acts use auto-taped segments). You are advised to proceed sequentially. Act One on Day One, Act Two on Day Two, etc., for a number of reasons. One, this is "work on yourself" and as such should be integrated into your regular life situation, not done in one or two lengthy sessions. Two, the exercises have been arranged according to both a logical and psychological order to facilitate learning and growth.

### Requirements

The basic requirement is interest on your part, followed by the availability of a cassette tape player, and about thirteen hours of your time. Also, it would be helpful if you have a quiet spot where you can remain uninterrupted for about one hour each day you do a lesson.

### One last point

You may find these materials "overly organized", in that they are too prescriptive of what is to be done, or, that they require excessive feedback from you. Hopefully this will not occur. However, I may point out that this organization is purposive in that these lessons, or modules, attempt to systematically present notions which some persons might claim

in no way lend themselves to any systematic development or inquiry. Maybe they don't; it will be interesting to find out.

Thanking you in advance for your participation and hoping that your experiences are meaningful.

Yours,

Philip Brooks



## A Short Discussion of Ends, Means and Limitations

### The ends (the targets)

Any enterprise can be described by either the broadest purposes for its existence, or by the smallest activities performed while accomplishing these overall aims. The following is a brief description of this enterprise - this learning program - on five levels. These are:

1. The Mission - broadest intents of the curriculum;
2. The Goals - the next level of breakdown beneath the overarching aims;
3. The Objectives - the components of, or means of accomplishment of, the higher order goals;
4. The Activities, or workbook sections common to each Act;
5. The Limitations - sometimes we better understand what something is by seeing what it is not.

### The Mission

The primary intent of this curriculum is to provide for the harmonious functioning of all aspects of a person. Thus, it is yet another venture into the land of self-development. It has, in concorde with similar programs, such high ideals as: helping a person feel better, be more relaxed, be more energetic, more positive, etc. There are, of course, many existing systems and techniques targeted toward these ends. This particular one uses the primary means of helping a person expand one's awareness through one's own conscious efforts. More specifically, the exercises are designed to help a person experience his or her self in a new way. This experience serves as the keystone for the development and integration of one's personal self, as well as a stepping stone for the realization and integration of

one's higher or deeper qualities.

From Roberto Assagioli, "It (the eventual aim of this package) is a state of consciousness characterized by joy, serenity, inner security, a sense of calm power, clear understanding, and radiant love."

### The Goals

The way this system attempts to accomplish the mission is by providing specific exercises to help a person become aware of, then progressively make use of, their center. This task can be separated into five goals.

1. To help persons become aware of the ways they experience themselves, and the consequences thereof.
2. To enable a person to have the experience of oneself as a center of pure consciousness.
3. To have a person conceptually understand the value of this experience.
4. To provide aids to assist the person in reconstruing their reality based on this understanding.
5. To provide resources, reinforcement, and precautions, in regard to the further development of oneself as this center.

### The Objectives

The objectives are too numerous to list in their entirety. Objectives have been divided into "outcome" and "opportunity" classes. Examples of both types follow.

1. Opportunity objectives:

Person is provided with a list of guidelines for testing messages from the unconscious.

The relation of this "personal self" program to work on the

"higher-self" is described.

2. Outcome objectives:

Person learns a technique enabling one to have distance from actions, thoughts and emotions.

Person ponders question of identity.

The means (the vehicles)

The materials comprising this learning program are combined into a packaged "play" of thirteen acts. Each of these acts is presented by means of tape, workbook, or both. The exercises have either been selected from Psychosynthesis manuals, workshop handouts, or have been designed within a psychosynthetic framework.\* The package represents one of the first attempts to systematically develop one aspect of a person such that the individual can perform the tasks by working alone.

There are both positive and negative aspects to this approach. On the negative side, the "group energy" which results from sharing with others is absent. Likewise, there is no chance to respond to individuals concerns as they arise during the work. Positively, you can arrange your time for this without setting aside an entire weekend block, or having to travel, follow a rigid schedule, or pay a lot of money.

Some other points which might be neither positive nor negative are:

1. There is an emphasis on reading, or listening, and then applying ideas to oneself, without the direction of a leader or the reinforcement of a group.

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\*Many of the exercises were taken from materials developed by Martha Crampton of the Canadian Institute of Psychosynthesis in Montreal. The first and last tapes used in the package are recordings developed from her materials.

2. Processing, which would naturally occur both in sharing with others and communicating with yourself, has to be focussed on the writing mode. This might require extra effort or discipline for those unused to writing or log keeping. For others it may occur most naturally.
3. You can work in private. If you decide that direct self development of this type is not for you, at this time, you are under no external pressure to continue.
4. A related point is that while in groups it is important to listen to others for feedback, in this situation you must do what probably comes even harder: listen to yourself.

### The Activity Components

There are usually nine elements within each act. These nine will be briefly described now with a reminder that you can return to this section at any time you have a question about the use of a particular section.

- A listing of requirements for that Act.
- A review-preview section. This is given in the workbook both before and after a specific exercise. Such an approach is in line with learning theory and can help to either provide a framework for new input or more firmly "set" the major emphasis on an exercise through repetition. Also it can help stimulate interest and at the same time eliminate unwarranted expectations (i.e., that by going inward you will achieve instant everlasting nirvana).
- A one minute quiet time for centering. A time to change gears.

This is an appropriate way to start many new tasks (especially when you're most harried and hurried).

- The exercise per se. Each is designed to be stimulating and on occasion joyous. The exercise might be either primarily cognitive or experimental, or, a combination of the two. They are all intended to be motivational in hopes of making the work as meaningful as possible for you.
- Preview-Review. Again, these sections deal not only with what immediately occurred, but also with what's coming up.
- Application (sometimes this is combined with the Processing Section). Within this section you'll be asked to consider applying the work just completed to your everyday life. Along with general suggestions to be done, will be specific mnemonic techniques based on psychological principles.
- Processing. Each Act is designed to take about one hour to complete. This hour is divided according to the purpose of that Act. Sometimes you may spend a major part of the time listening, other occasions may call for reading, still others may require writing. Regardless, in each Act, you are requested to somehow "process" that experience. That is, to take some time to review the content of the exercise and your reactions to it (mentally, emotionally, physically). Not only does this help greatly to deepen the impact of a session, it can also be used for practicing self-observation skills.

The mode this processing step takes is flexible. You may want to write down your reactions in a narrative form, or you may want to try free drawing, or movements, or even just sit back and contemplate the experience. Another processing tip is to write down a key word



or two from the lesson, and refer to it the next day. For instance, you might wish to make a set of cards with key words on them and place them around you, or put them in your pocket.

- Notes. These also are found in the workbook, generally in a section by themselves. They are provided to help clarify issues, and serve as a substitute for hearing other points of view as might be expressed in group situations.
- References. These are found in the workbook. Only those considered most relevant to the particular work will be included. These are in no way intended to be comprehensive. They are some of the compiler's favorites. Of course, others of equal and greater value exist. In fact, if you are reminded of any other related materials, would you please note them somewhere on the materials that you return.

### The Limitations

Thus far, you have seen a general description of what the curriculum is; the following items cover the other side of the issue.

The program is not...

- 1....designed to enable a person to break through highly charged emotional blocks. That is, it is meant to be educative rather than therapeutic. Not only is the focus of the psychological system underlying the package (Psychosynthesis) other than mere affective release and subsequent understanding, it is the belief of the compiler that large amounts of emotional energy are best dealt with in the company of another person (optimally a person trained in appropriate helping procedures).

2....intended to always facilitate joyous experiences. At times you may feel emptiness. For instance, if a person were going beyond a definition of him or her self as his or her role, the following quote from Fritz Perls might be applicable: "if we take away the roles, what do we experience then? Then we experience the anti-existence. We experience the nothingness, the emptiness."

Also it may happen in certain exercises that you would encounter uncomfortable images as you release your sensory attachment to the outer world. This would be expected, and could be used to give both greater awareness of our internal world, as well as to take an initial step in controlling that world (rather than having it control us).

3....all things to all people. Not all the exercises will "work" for you in the way they might for others. One suggestion is to view all theories and exercises presented as "tentative hypotheses" to be approached with a questioning yet open mind. Those persons inclined to be overly critical might wish to be guided by Laura Huxley's advice (from You Are Not the Target) related to similar exercises, "It works - if you work".

4....an advanced path to Higher Self Development. This program can better be compared to the one step which starts the journey of a thousand miles. It is certainly not on a par with various intensive spiritual disciplines or more comprehensive psychological programs as one would find through the Arica Institute or a more complete Psychosynthesis training.

5....necessarily limited to one individual working alone. Group work based

on the materials within this packaged play is entirely feasible.

6....intended to accomplish all goals set forth for it within the time it takes to complete the course per se. Quite a bit of material will be presented in a short time. No one is expected to assimilate all of it. One advantage of a portable system is that you can branch out during the sequence or return to various Acts after completing one run-through.

Hopefully the "program" will not stop with the last exercise. The following books may help extend this work.

Assagioli, R., Psychosynthesis: A Manual of Principles and Techniques, New York: Viking, 1965.

Assagioli, R., The Act of Will, New York: Viking, 1973.

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Act I The Experience

Act I The Experience

Act I The Experience

Act I The Experience

Act I The Experience

Act I The Experience

## Act I: Disidentification/Identification/Reappropriation

### Requirements

A cassette tape player

The tape and workbook for Act I

A physical space where you can be free from distractions

A pencil or pen and some paper

About one hour's time

### Preview

The first exercise will be given without a great deal of introduction. You are invited to simply follow the instructions given in the tape, and then to just let happen what wants to happen.

Act I is comprised of five stages. First you'll be given a relaxation sequence designed to help you clear your mind, settle your emotions, and free your body of excess tension.\* Then, after you've achieved a relatively calm state, you'll be led into a "disidentification" exercise, followed by one for "identification", then "reappropriation" and finally to a movement exercise. (The meanings of these terms should become clearer as you progress.)

So if you have a free hour; pencil and paper; a space where you can remain uninterrupted (which is both comfortable and provides some room to move) then you're ready to start Tape 1.

After you have completed the tape (and in your own time), please return to this package and continue reading. (One minute for centering is built into the tape.)

---

\*A written description of this technique is attached.



### The Exercise

Listen to the tape accompanying Act I.

### Review

The purpose of this set of exercises was to allow you to experience yourself as a center of pure consciousness.

This was to be attained first by eliminating your attachments to some real but circumferential aspects of yourself (your body, mind, emotions and roles). Secondly, by pausing within that state of detached awareness to consider the experience (you may have noticed that after the attachments were gone something was still there). Thirdly, by reappropriating your personality elements with the energy of the Self. And lastly, by physically experiencing this revitalization within one portion of yourself, your body.

Hopefully you did experience a sense, or even a faint trace of your "self" - your personal center of consciousness. But if you didn't, that's okay, too. You may find that certain exercises work for you, while others don't.

### Processing

To augment this experience, by conceptualizing it somewhat more clearly, a few quotes are provided. Before reading these, however, and perhaps having the recollection of your experience influenced by them, you are asked to take a few quiet moments to pause and describe what happened to you. Or, if you feel that this task would be inappropriate now, come back to this processing step when it feels right.

Thank you.

References

The exercise used in this first act was prepared by Martha Crampton of the Canadian Institute of Psychosynthesis, Montreal.

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Notes

It seems to me that at bottom each person is asking, "Who am I, really? How can I get in touch with this real self, underlying my surface behavior? How can I become myself?"

Carl Rogers

The real self, that inner force common to all human beings and yet unique to each, which is the deep source of growth

Karen Horney

"Of course to perform the "eidetic reduction", to bracket specific contents of consciousness, requires loosened identification with the contents, hence a perspective not equivalent to them. Husserl rightly terms this point of view the transcendental ego, continuous over time and place and person"

William Pinar

Notes

your own inner self, the only guide to leading your own life that you'll ever have. He who fails to know this inner self is doomed to the outer-oriented life, a lifetime of being pushed this way and that according to the influences which happen to be present. In former times it was possible to live a fairly integrated life by drifting along in the stream one was born into, for that stream was more rigid and restricted than the life of today. Now we're all subject to countless contradictory and powerful influences. How are we to know which of them is good for us and which bad? Thinking won't do it, for the mind can and will think anything; it works with the thoughts given it. The nature of these thoughts is controlled by the intellect, which determines them in consultation with the inner self. In the absence of this consultation, the intellect can't distinguish the wise course from the foolish one and consequently can't direct the thoughts. Undirected, the thinking process works on whatever comes to it. The chances that what comes to it will make the individual happy are slim.

Locke McCorkle

only the hand that erases can write the true thing

17.

Notes

Meister Eckhart

"Thinking of oneself in the third person does two things simultaneously. It drives a wedge between one's self-identification and one's surface self and at the same time forces this self-identification to a deeper level until at last, through a knowledge identical with being, one becomes in full what one always was at heart"

Huston Smith

The Religions of Man

To have humility is to experience reality, not in relation to ourselves, but in its sacred independence. It is to see, judge, and act from the point of rest in ourselves. Then, how much disappears, and all that remains falls into place.

On the point of rest at the center of our being, we encounter a world where all things are at rest in the same way. Then a tree becomes a mystery, a cloud a revelation, each man a cosmos whose riches we can only catch glimpses. The life of simplicity is simple, but it opens to us a book in which we never get beyond the first syllable.

Doq Hammaröld  
Markings



## Appendix A: Relaxation Technique

Technique for attaining a relaxed state:

In this and many of the exercises in this program you will be asked to assume a relaxed state. There are many ways this state can be achieved. If you have your own technique, and that technique is effective for you, use it. Many of the methods used to obtain meditative states, especially the initial stages of meditation are useful. A brief description of one method which you can use, or modify and use or ignore if you like, follows.

### Purpose

The objective of this technique is to attain a relaxed, easy state. Basically this implies:

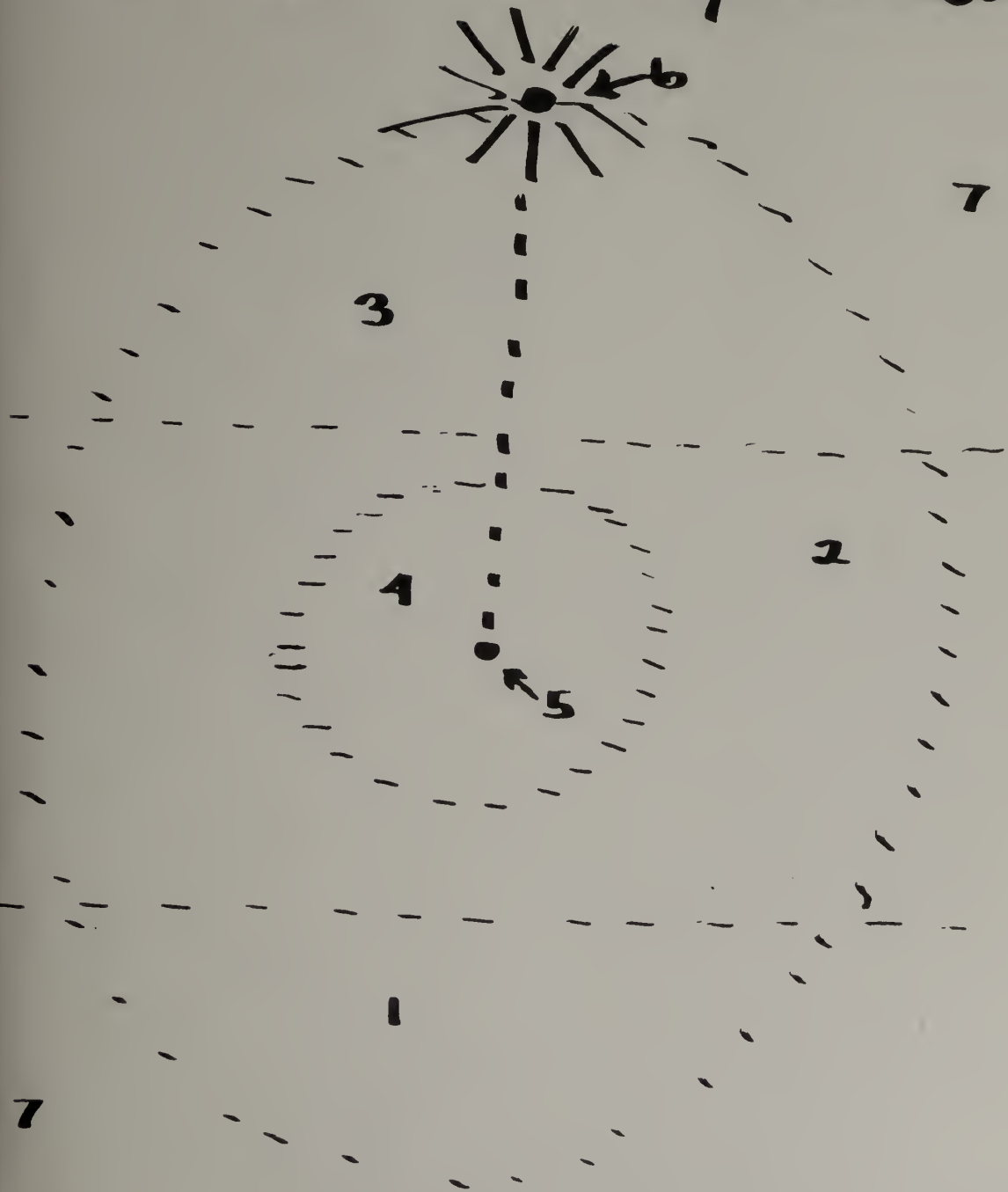
a comfortable body - free of discomfort  
an undistracted mind, and  
tranquil emotions.

1. Select a quiet space where you can be undisturbed. You should be able to relax in this spot. Whether that means sitting on the chair on on a cushion on the floor is unimportant. (Be careful if you lie down, especially if you're tired, because of the association of lying down to falling asleep.)
2. With eyes closed, take three deep breaths, imagining that with each exhale the tensions of the day are being removed.
3. Then, scan your body for tension zones, and relax these zones. Sometimes this can be done by consecutively tensing and relaxing the muscles in this area. After specific zones have been soothed, relax

your entire body, a section at a time, starting with the feet, and working to the head.

4. Follow your breathing. Don't force it. You might find that many thoughts rush in to fill up any free space you have opened up; that's okay, that's expected. But you don't have to pay attention to them. As soon as you find your awareness has wandered; gently, ever so gently, bring it back inward, to your breathing.
5. As an overall hint - don't rush this practice. The more time you take, the greater the rewards. Don't rush, because there's nothing to rush to, "it's there when you are".
6. You should now lie in a peaceful relaxed state in which you can do the exercise.
7. When you have completed an exercise done within a relaxed state; gently, gradually come back to the outer world. When you return you should find yourself refreshed, and energized.
8. In summary, the steps are:
  - 1) find a comfortable quiet spot
  - 2) take three deep breaths
  - 3) relax your body, area by area
  - 4) put your awareness on your breathing and when it wanders, gently bring it back
  - 5) do the exercise
  - 6) re-enter, gently, bringing as much as you can of your journey within.

# Act II An Explanation



LOWER UNCONSCIOUS  
 MIDDLE " "  
 HIGHER " "  
 FIELD OF CONSCIOUSNESS  
 CONSCIOUS SELF "I"  
 HIGHER "SELF"  
 COLLECTIVE UNCONSCIOUS

## Act II: Theory

### Requirements

About an hour of your time

### Preview

Act II is a theoretical interlude. Its objectives are to help you better understand, and thus integrate, your experience of Act I. This will be attempted by describing the system within which this particular learning package is grounded - Psychosynthesis.

The explanation is framed in a question-answer mode (to approximate transactions as they would occur were you doing this work with a trained guide) and covers such topics as the nature of the centering experience, levels of consciousness (a model or "map" is provided on the cover sheet), and the relationship of this program to other psychological systems. While reading the material you are encouraged to be critical, yet open, to new ways of looking at your world, especially your inner world.

Remember that this is only one explanation of what may have occurred, and why. Other systems would offer other theories. Perhaps an optimal way to proceed would be to think about your own answers to questions as they are given, then read the basically Psychosynthetic replies to those queries.

### Centering

Take a moment to pause before continuing.

### The Exercise

Read the following material.

### What Happened During Act I?

One answer, from Roberto Assagiloi:

"This objective observation (of sensations, emotions, and mental activity) produces naturally, spontaneously and inevitably a sense of disidentification\* from any and all of those psychological contents and activities. By contrast, the stability, the permanency of the observer is realized." (page 116)

The process that occurs during this or any exercise targeted toward exploring the inner world is unknown. Basically it seems that through your willful actions you shut off customary inputs to your awareness - the contents of consciousness. You are then left with, or as, a void... but not really, there are still things going on. These happenings, beyond your conscious control, are often remembered as being quite profound in that we may encounter beautiful images, feel sensations of deepest tranquility, or have inspired thoughts. But these deeper contents of consciousness are themselves not the objects of our search. Rather we seek confirmation that even within the deeper levels, there is still an observer self, a permanent, impartial, disinterested witness.

### How Do I Know What Happened?

The centering experience achieved, sometimes, for some people, by the disidentification exercise is not registered in the same manner as typical sensory inputs. You might have found it difficult to describe. This is a common experience to many persons, however it is valuable to try, to attempt to express what went on. In hopes that you might better

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\*Disidentification implies a willful distancing of one's self from attributes or aspects of that self. It differs from disassociation, in the psychological sense, by its voluntary quality.



understand your own experience by hearing what others said about it.\* The quotes are provided. The states described were reached by the disidentification technique and other means during a Psychosynthesis workshop. The complete listing from which these items were selected is found in the dissertation of Donald Mastriano (The Design, Implementation and Evaluation of a Workshop in Self-Identification as Taught in Psychosynthesis, University of Massachusetts, School of Education, 1973.)

"my reaction to experiencing this strange new place was one of feeling refreshed and peaceful"

"...end of the tunnel, far back in a very deep place"

"I simply was...I came home to me...fully that evening....I feel a center...stable, undefinable, real, valid -- and that feels good."

"It is a place of quiescence among the busy and troubled world."

"I just saw a void within me."

"Peace, calm, but most of all an awesome sense of power or control."

"I felt so much better about me -- more confident and secure and hopeful and happy -- that there is a 'true me' inside that is good and valuable no matter what may happen."

Please don't feel that you should have experienced disidentification as others have. The descriptors might help by serving as guidelines to what is possible, but if you try to replicate them, the real experience will almost surely elude you. What should you do? Fine tune yourself to the subtle vibrations of your inner world, then do what Ram Das says is most important in this work...relax into it.

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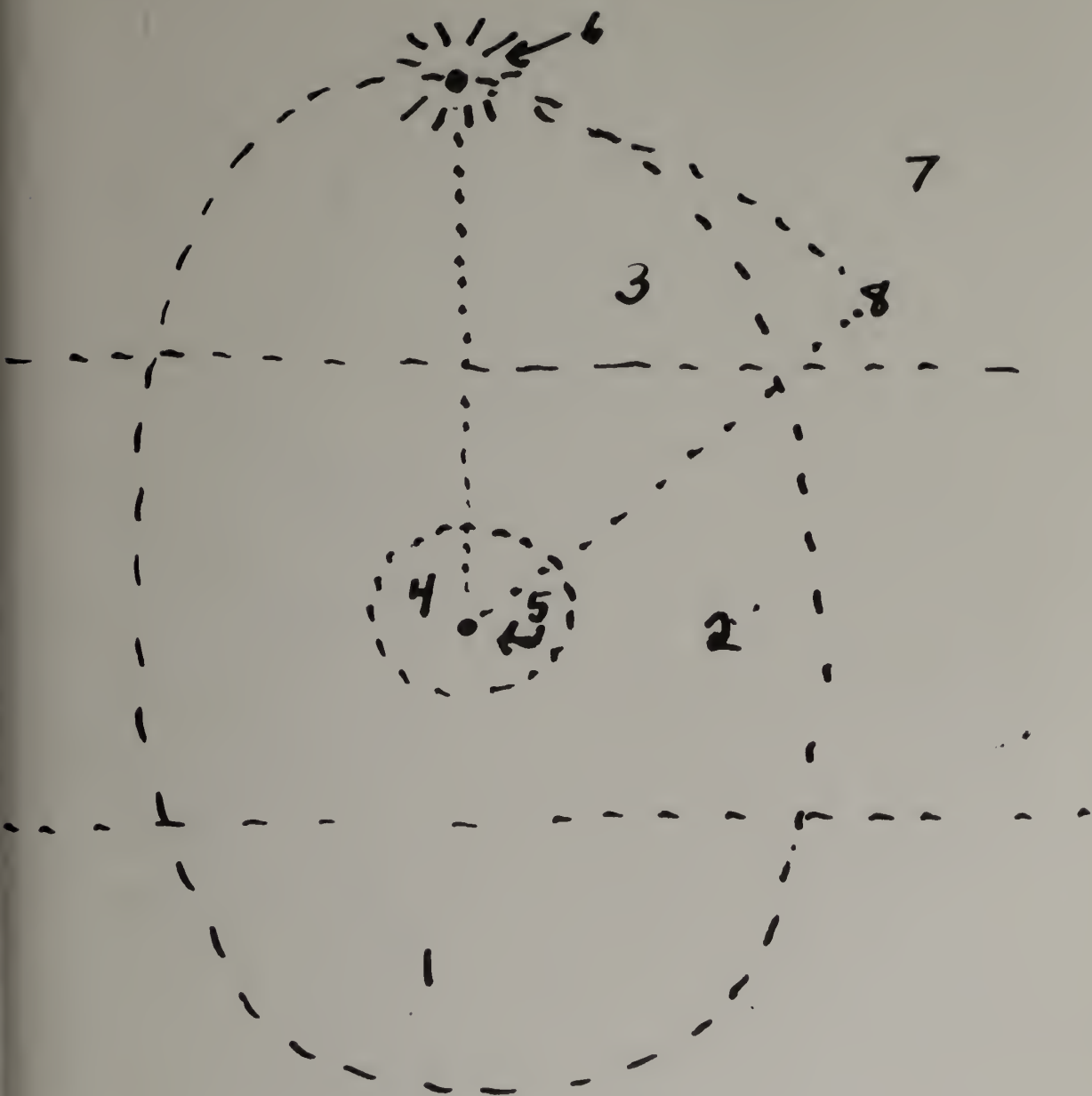
\*Barbara Brown's New Mind, New Body describes the physical correlates of this state as measured by various bio-feedback devices. John Lilly in Center of the Cyclone provides both theory and lucid descriptions of his journeys into the center of personal consciousness and beyond.

### How Does Psychosynthesis Conceive of Consciousness?

On the following page is an "egg diagram" (the same one you saw on the title page) used by one discipline to try and make more sense out of the varied nature of our experience. But before reading about it, you might wish to take a few minutes to consider your own ideas about consciousness. Does reality, for you, exist at more than one level? From where do experiences of the inner world originate?

You can now match your ideas against those of Roberto Assagioli (AH/SAHG'/E/O/LEE), originator of a system of self-development called Psychosynthesis. The diagram and its explanation should be viewed with the following caution firmly in mind.

"It is, of course, a crude and elementary picture that can give only a structural, static, almost 'anatomical' representation of our inner constitution, while it leaves out its dynamic aspect which is the most important and essential one." (Assagioli, 1965, page 5)



- lower unconscious
- middle unconscious
- higher unconscious (Superego)
- Field of consciousness
- conscious self or "I"
- Higher or Transpersonal Self
- Collective unconscious
- external unifying center

### 1. The Lower Unconscious

"This contains or is the origin of various physical symptoms and psychological disturbances due to instincts, drives, phantasies which are retained there by resistances and defense mechanisms of various kinds."  
(Assagioli, page 2)

### 2. The Middle Unconscious

"This is formed of psychological elements similar to those of our waking consciousness and easily accessible to it." (Assagioli, page 7)

### 3. The Higher Unconscious or Superconscious

"From this region we receive our higher intuitions and inspirations - artistic, philosophical or scientific, and ethical imperatives and urges to humanitarian and heroic action. It is the source of higher feelings, such as altruistic love; of genius and of the states of contemplation, illumination and ecstasy. In this realm are latent the higher psychic functions and spiritual energies.

### \*4. The Field of Consciousness

"This term is used to designate that part of our personality of which we are directly aware: the incessant flow of sensations, images, thoughts, feelings, desires and impulses which we can observe, analyze, and judge."  
(Ibid)

### \*5. The Conscious Self or I

"The self,...the point of pure self awareness...can be ascertained by the use of careful introspection....The changing contents of our consciousness (the sensations, thoughts, feelings, etc.) are one thing,

\*These areas are focussed on by this learning package.

while the "I", the self, the center of our consciousness is another.

#### 6. The Transpersonal or Higher Self

"A permanent center...a true Self situated above or beyond it (our conscious self)....There are various ways by means of which the validity of the Self can be ascertained. There have been many individuals who have achieved more or less temporarily, a conscious realization of the Self that for them has the same degree of certainty as is experienced by an explorer who has entered a previously unknown region....At the present stage of psychological investigation little is definitely known concerning the Self, but the importance of this synthesizing center well warrants further research." (Ibid, page 8)

#### 7. The Collective Unconscious

"...corresponds to what Jung has called the 'collective unconscious'."  
(Ibid)

#### 8. The External Unifying Center

(Imagine this on a plane other than the collective unconscious for it doesn't exist within that sphere) this is the point to which persons move by using "ideal model" techniques discussed in the book Psychosynthesis.

#### What is Psychosynthesis: A Psychological Model?

"...psychosynthesis is an open system and point of view..." (Crampton, 1970, page 1)

It is not a static global personality theory or model of how and why humans behave as they do, rather, it can be viewed more as a methodology of becoming (in the less precise meaning of the word methodology).



"It is first and foremost a dynamic, even a dramatic conception of our psychological life, which it portrays as a constant interplay and conflict between the many different contrasting forces and a unifying center which ever tends to control, harmonise and utilize them.

Moreover, psychosynthesis is a combination of several methods of inner action, aiming first at the development and perfection of the personality, and then at its harmonious coordination and increasing unification with the Spiritual Self. These phases may be called respectively 'personal' and 'spiritual' psychosynthesis." (Assagioli, 1965, page 19)

#### What "Methods of Inner Action" Are Used?

Two methods predominate:

1. "exercise of the witness or training of the 'observer self'...objectively registering or observing one's stream of consciousness without passing judgment on it or reacting in a positive or negative way. In other words, one learns to disidentify from the changing contents of consciousness and to identify with the source of consciousness, the 'witness'." (Crampton, 1970, page 6)
2. Mental imagery techniques, i.e., meditation upon a positive symbol.

"Meditation upon a positive symbol can greatly enhance the effect of that symbol upon the mind and subtly or even dramatically transform the character. For just as the unconscious speaks to us in the language of images through dream and fantasy, so we can address the hidden portions of our minds in this 'forgotten language', which is its native tongue." (Crampton, 1970, page 5)

Both of these are used with other techniques such as dream analysis, spontaneous drawing, expressive movement, body awareness techniques, dialogue, psychodramatic and role playing approaches and techniques of concentration (Crampton, 1970, page 4).

#### If It is a Methodology, What Are the Underlying Assumptions?

Psychosynthesis draws its theoretical base from many sources, among others - the psychoanalytic theory of Freud, and related theories of psychologists: Sullivan, Adler, Harney, Fromm and Jung, from Gestalt theory,

from Maslow's theory of self-actualization, from the religious theories of James, Underhill, Heiler, etc., from theories of higher consciousness of Bucke, Ouspensky, etc., from Eastern psychology, and so on, arriving at what Assagioli refers to as a "pluridimensional conception of the human personality" (Assagioli, page 5). The assumptions which have been drawn from these theories might be:

1. we are typically so limited in our consciousness as to be virtually asleep;
2. some of us are dissatisfied without present state of existence and wish to experience something "higher" or deeper;
3. we function teleologically, that given the appropriate techniques (and sometimes naturally) we "rise" to a transpersonal or higher self (or goal of harmonious inner integration, true self-realization);
4. we have at least a personal free will and control over our lives (responsibility).

#### How Does One Achieve the Goal of Psychosynthesis?

The process of Psychosynthesis leads different individuals to different goals. Particularly a differentiation is made between persons (typically extroverts) using the methodology to become something in particular, an artist, scientist, etc., and those (typically introverts) who basically open up to and become what they become.

The process is best facilitated by a "traveler" (patient) having a "guide" (therapist), however the voyage can be done alone.

The process itself entails four stages:

1. thorough knowledge of one's personality;
2. control of its various elements;
3. realization of one's true self - the discovery or creation of a unifying center;
4. psychosynthesis: the formation or reconstruction of the personality around the new center.

Stages (It should be noted that these stages are not always encountered sequentially.)

#### Stage 1.

This stage partially involves the work generally done in psychoanalysis. First the conscious determinants of behavior are explored and analyzed, then the lower unconscious elements are examined (this is where psychoanalysis generally stops). Then the elements of the middle and higher unconscious are tapped, "We shall also discover the immense reserve of undifferentiated psychic energy latent in every one of us..." (Assagioli, page 11)

#### Stage 2.

"After having discovered all these elements, we have to take possession of them and acquire control over them." This is done by the method of dis-identification.

"We are dominated by everything with which our self becomes identified. We can dominate and control everything from which we dis-identify ourselves."

(Ibid, page 11) which is divided into two parts:

1. the disintegration of the harmful images or complexes;
2. the control and utilization of the energies thus set free.

Stage 3.

This involves the self discovery work inherent within this module in addition to the creation or discovery of "ideal models" for the self to identify with. "A genuine 'ideal model' has a dynamic creative power; it facilitates the task by eliminating uncertainties and mistakes; it concentrates the energies and utilizes the great suggestion and creative power of images." (Assagioli, page 16)

Stage 4.

The "actual psychosynthesis" has several sub-stages:

1. Visualization of the purpose to be achieved - that is, the new personality to be developed.
2. Construction of the new personality
  - a. utilization of available energies, through transmutation of unconscious forces;
  - b. development of the deficient parts of the personality;
  - c. "coordination and subordination of the various psychological energies and function. The creation of a firm organization of the personality" (Assagioli, page 18).

How Does This Learning Package (and Psychosynthesis) Relate to Other Disciplines?

Selected DisciplinesRelationship

Arica (Oscar Icazo)

Psychosynthesis and Arica are closely related; both are eclectic and draw from Mystical traditions as well as from Western Psychologies. Much work in Arica is targeted toward the development and integration of three centers crudely corresponding to the heart, mind and body. Work in this module is targeted toward the discovery of, disidentification



- from, and eventual reintegration of various aspects of our personality around a single unifying center.
- Rational Emotive Therapy (Albert Ellis) Ellis's RET system focuses on disidentification from harmful cognitive programs as these limit our growth.
- Gestalt Therapy (Fritz Perls) Perls' work typically involves identifying "holes" in our experience, which determine our identities even more than the conscious aspects of our personality. Such work as "owning" our selves (both desirable and undesirable features), instead of projecting them outward would correspond to discovering our identifications and then accepting them prior to disidentifying from them (and then reintegrating them around our center). (See George Brown's article in Synthesis for a comparison of the two disciplines.)
- Jungian Therapy This system is most closely allied with Psychosynthesis, particularly as both deal with the higher as deeper aspects of Self. Whereas Jungians use dreams to enter deeper strata of experience, Psychosynthesis practitioners would use more controllable methods such as guided imagery, meditation or ideal models.
- Psychoanalysis ala Karen Horney She recognizes three selves that persons are variously identified with. She attempts to move persons toward "The real self, that central inner force common to all human beings and yet unique to each, which is the deep source of growth".
- Bioenergetics Alexander Lowen Lowen allows for the existence of a deeper, knowing self, but believes that embodied identifications or attachments must be eliminated as well as those more typically "psychological" as a prerequisite for becoming more centered.
- Feldenkraiss Moshe Feldenkrais A movement system which, like Bioenergetics (or Reichian therapy or Rolfing) stresses that tensions and destructive patterns which exist within the muscular and nervous system of the body must be broken up and reintegrated (the notion of differentiation and integration) before energies are available for full self development.
- Transcendental Meditation Mahareshi Mahesh Yogi The ultimate goals of T.M. seem similar to Psychosynthesis, but the latter has much more work with personality development and integration, while T.M. targets its work directly to the "center".



Psychoanalysis ala  
Sigmund Freud

Assagioli (founder of Psychosynthesis) seems to agree with Freudian conceptions of the subconscious, yet feels that this system is limited in not exploring the higher aspects of humanity. Practitioners of Psychosynthesis deal with materials from the lower conscious, but only as they emerge and interfere with progress toward higher development.

In sum, it appears that Psychosynthesis (and this program which might be considered a part of it) is in agreement with vast numbers of psychologies,\* even those which might appear in conflict with each other. This is so because of the "pluridimensional" conception of humanity used herein, which assumes an individual exists at varying levels of reality (both at one time and over time). Thus one would want to select methods corresponding to the levels where the blocks exist.

#### Review

You were given quite a lot of information about consciousness, Psychosynthesis, and so on. It takes a while to "grok" much of this material, even when you want to (and you don't necessarily have to). You're invited to process this material in whatever way you feel comfortable: by just letting it circulate by itself, by discussing it with others, by following it up with other readings, or by using it as a springboard to design your own system.

#### Processing

One way to help you process it is by somehow keeping it in mind. To meet that end you may wish to try repeating this phrase, or mantrum, during that day, whenever you think about it - walking down the sidewalk, when

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\*The farther reaches of Psychosynthesis, beyond what are dealt with here, would more aptly be compared with Spiritual disciplines (Bhuddism, Sufis Taoism).

you're feeling hassled, lying in bed, or waiting for a bus; the phrase is, simply, "I am I, a center of pure consciousness."

Also, you might find a small notebook valuable for jotting down insights related to this work as they emerge.

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Notes

At the heart of the self there is both an active and a passive element, an agent and a spectator. Self-consciousness involves our being a witness - a pure, objective, loving witness - to what is happening within and without. In this sense the self is not a dynamic in itself but is a point of witness, a spectator, an observer who watches the flow. But there is another part of the inner self - the will - or as the directing agent - that actively intervenes to orchestrate the various functions and energies of the personality, to make commitments and to instigate action in the external world. So, at the center of the self there is a unity of masculine and feminine, will and love, action and observation."

Roberto Assagioli

# Act III The Evening Review





### Act III: Evening Review/Testing Intuition

#### Requirements

a notebook or journal which you can use for the next few weeks  
a pencil or pen  
about an hour's time

#### Review

Thus far you have been given an opportunity to contact your point of pure consciousness - your "I" and read testimonials of others who have had this experience. Further, you were provided with some theoretical perspectives on the nature of this center and how the experiencing of it serves as the keystone of a psychological discipline - Psychosynthesis.

#### Preview

Hopefully you have been processing and recording your experiences to date. Today's work provides a means through which you might like to structure some additional writing. But more important than that, today's topic - The Evening Review - is designed to provide yet another reinforcement for your developing center of pure consciousness.

Sometimes this center is called the Witness or Observer Self. This is so because it itself is not a content of consciousness, but can, given practice, "observe" the various contents of consciousness. It can observe our thoughts, our waves of emotions, our fears, yet is none of these.

Act I was intended to be an experiential session, Act II a theoretical pause. Act III can be considered a work session in that you will be asked

to do an Evening Review after reading about it. (As an assignment you are asked to regularly complete an evening review for the period in which you are completing this learning package.) If you feel that you wish to merely record events in the chronological order in which they occurred, do so; or if you feel it's important to cite those occasions when you were most your "center", do that.

After you have completed the review, you should go back to the workbook for "Guidelines for Testing the Authenticity of Intuition" which are included in the event that you are contacting pre-conscious materials and wish to put these to use.

### The Exercise (A)

The purposes and methods of the Evening Review are described in a workshop handout which was developed by Martha Crampton of the Canadian Institute of Psychosynthesis, Inc. (Another description of this technique is found in Synthesis, Volume 1 No. 1, 1974.) So for this part of today's exercise would you now read the materials in Appendix A and give the "review" a try. (even if it is not evening where you are). Then return to the workbook for a short reading.

### The Exercise (B)

The second part of the lesson is brief.

While the work in this package of materials is targeted toward our conscious experiencing, sometimes when in a deeply relaxed state, or when experiencing our "I"-ness, some unconscious material will surface.

Most frequently, it seems that this material which surfaces evolves from this Higher Consciousness region zone.

higher or transpersonal consciousness	zone
middle consciousness	zone
lower consciousness	zone

Other material might surface as well, as our blocks are released and suppressed thoughts, repressed memories rise. This is akin to the concept in Transcendental Meditation, when during the meditation period stress is released and allowed to surface, eventually leading to a stress-free nervous

system and attendant higher levels of consciousness.\*

Because these "releases" frequently communicate themselves in the form of symbols, sub-vocal messages, images or vague "senses"; Guidelines for Testing the Authenticity of Intuition (Appendix B) are provided. It is beyond the purview of this set of instructions to deal with the Transpersonal Self.\*\* However, because you may have already experienced that self, these guidelines are provided.

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\*As an aside, some disciplines, notably Ida Rolf's Structural Reintegration or Rolfing System, Alexander Lowen's Bioenergetic Analysis (based on Wilhelm Reich's seminal work on body armoring), the Arica Discipline, and the Feldenkrais movement system, have noted that memories, traumas, etc., are not only stored in the mind, but are registered and collected in the body as well. And further, all these chronic tensions can be released through the restructuring, realignment or loosening of the body, and thus allow energy to flow more freely.

\*\*Procedures for dealing with the higher self are described in broad outline in Act IX, and in more detail in Assagioli's Psychosynthesis.

## Review

The Evening Review can serve you by:

1. reminding you of the work you're doing in this learning package during the day (recalling that you might be writing it down at night);
2. conserving energy: on the principle that after you have observed or discovered harmful patterns, you will be better able to break them;
3. recording observations and insights (these are frequently easily lost;
4. directly practicing being your observer self while in the world (i.e., while writing in your journal).

The guidelines for testing intuitions can help you deal wisely with such ingressions; and at the same time give you additional data on which to base decisions.

## Application

Use the "Guidelines for Testing the Authenticity of Intuition" as you will. Please, however, make an effort to complete an evening review over the time you are doing these exercises. Even if you have had bad luck with such efforts in the past, this might be your time. Once this practice becomes habitual, it is both easy and enjoyable to do.

Of course, if you try it for a few days and feel great resistance toward it, do not force yourself to do it.

Also you should be aware of various options. For instance, you might wish to do free drawings during this time, or tape record your reactions to experiences of the day.



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THE EVENING REVIEWNATURE AND PURPOSE OF THE EXERCISE

The evening review is a fundamental exercise for self-development and few other exercises so richly repay the effort invested. It consists of taking a few minutes toward the end of your day to look calmly over its events in order to extract what learning you can from them, in order to sense the meaning and pattern behind them. It helps us to assimilate more fully our experience by focussing attention on aspects we neglected at the time and reinforcing important learnings.

The exercise is most effective when practiced on a regular basis. It might be likened to a daily cleansing of the mind by processing the information or experience which has passed through it. Regular practice will greatly raise our energy level as it enables us to receive the nourishment from our experience, to move beyond our old conflicts which bind so much energy when not squarely faced, and to draw on new and higher sources of energy.

There are several variations of the exercise which help to focus on particular aspects of our experience or inner work, though it is well to begin with the basic exercise.

WORKING FROM THE WITNESS OR OBSERVER POSITION

The review is best done in a state of relaxation and non-attachment. When we are physically, emotionally, and mentally at peace, we are much more capable of seeing things as they are and of transcending the narrow viewpoint of the ego with its need for self-justification. It is therefore helpful to do some preliminary form of disidentification and alignment with the true Self. This will help us to achieve the position of the "fair witness" or "observer" where we are not identified with the personality level but observe it with dispassion and objectivity. There is a calm registering of events at this level, without elation over success or unhappiness over failure. Though we can discern the mistakes made by ourselves and others as the observer, there is no criticism or judging. Rather, we have an attitude of understanding and compassion for the confused strivings of the as-yet-imperfect personality. At the same time there is no complacency; the witness seems to care about our growth and reveals to us what is needed to overcome our problems.

If you should notice a judgemental or self-flagellating attitude creep in when you do the evening review, it is necessary to stop. This is the manifestation of a "judge" subpersonality and you must try to take a step beyond this subpersonality to the place from which you can observe the judge judging. If you can do this without condemning the judge and feel inwardly serene, you can safely continue the exercise.

THEORETICAL RATIONALE

The process of doing the evening review might be likened to harvesting a crop from the seeds that have been planted by your experience during the day. Our experience is the food by which the process of inner

development is nourished; but mere events which have not been given adequate attention or reflection, do not nourish growth. Events become true experience when we are conscious of the message they contain, when we have been able to distill the essence of their meaning. For this to happen, attention is needed, for attention is like the catalyst or enzyme that makes possible digestion and assimilation of experience. During the course of the day we are often rushed and preoccupied with other things. Hence the importance of taking a moment at the end of the day to ensure that our experience has not been wasted, that the seeds have not fallen on barren soil. For the only way to break out of our cycles of repeated mistakes is to see them for what they are; our errors are the manure which can fertilize a new garden if we learn how to make use of them to grow.

#### NEED FOR BALANCED EMPHASIS ON POSITIVE AND NEGATIVE ASPECTS

It is of vital importance to give attention not only to the problematic aspects of our lives, but also to the positive and beautiful aspects which can nourish us with joy, love, and encouragement. Persons who tend to be self-condemning and always feel that they do things wrong must make a special effort to allow themselves to register those things which they have done well and to experience a sense of satisfaction and progress. They can attempt to focus on moments of beauty, kindness, courage, real communication, insight, joy in work, sincere aspiration or success of some kind. This will help to nourish the positive, constructive tendencies.

On the other hand, it may be necessary for persons of an opposite temperament, who tend always to see the positive side of things and to gloss over their problems, to make a special effort to recall moments in which they did not live up to the best in themselves. The very areas which seem to be the most difficult to look at without wincing are likely to be those we would most benefit from examining.

In reviewing our negative reactions, it is helpful to go back to the source point where the energy originated that caused you to behave in a particular way. Be aware of the motives behind your action (for example, did pain cause you to be aggressive?), and try to perceive some alternatives that might have been possible at that source point. How else might you have used your energy at that time? Which ways might have been more constructive?

It is useful in determining whether your review is one-sided to add up the count of events you reviewed which brought out weaknesses or negative aspects of yourself and compare it with the number of positive events you reviewed. If it seems desirable to correct the balance, do so, as both the positive and negative side of the ledger are important to our growth.

#### BASIC VERSION OF THE EVENING REVIEW

After your preliminary relaxation, disidentification, and alignment with the Self, look back over the events of your day to see which ones require further time for assimilation. Ask yourself which events you have passed over too rapidly, and what it would be important for you to register more fully. It is best if you present this question to your unconscious mind which usually can direct you with greater wisdom in such matters than your conscious mind. Having asked the question, hold your mind in a receptive state to receive the answer. This will usually come in the form of a memory-image of yourself in a particular situation during the day.



Another approach which some people use is the backward review which is more systematic and more consciously directed. This consists in playing back your day like a backwards film, starting with the most recent events and ending with your awakening in the morning.

It is important to realize when doing the evening review that the purpose is not to "relive" an experience with intense personal involvement, but rather to serenely contemplate it from the fair witness or observer position. It may even be harmful to relive your feelings, especially if these were negative or inappropriate, as this may only serve to reinforce them. The goal is to be able to watch what happened from a vantage point that affords greater objectivity and freedom from ego involvement. Some people may find it helpful in achieving this non-attachment to think in the third person during the review so that "he" or "she" becomes the actor rather than "I". Sometimes this lessens the need for ego-defensiveness and helps bring clarity.

### CONTACT WITH THE OBSERVER WITHIN OURSELVES

Our awareness during the review exercise, if it is done correctly, is a sort of direct perception by the Observer which is at the center of our consciousness of what is really hapening in our lives. The knowledge we gain in this manner is not dry and distant, but brings a profound sense of being and of contact with the deeper realities of our lives where we are "beyond games". If the review should seem to be boring or a sterile intellectual exercise without much significance, this is an indication we are doing it incorrectly, and are not in contact with the true Observer.

As we gain practice in taking the witness or observer position, we can gradually learn to bring this attitude into our daily lives. We can gain a kind of bifocal vision whereby we are at once involved in what we are doing and yet have sufficient clarity to see what it is that we are doing. We will act less often with blind compulsion and will become increasingly able to guide our behavior according to our own best standards. At first we may simply have the wisdom of the "rear-view mirror", recognizing what we have done after the fact. But recognition in retrospect is the first step toward recognition in advance, and we can gradually learn to avoid falling into our old traps. We will gain a growing sense of freedom vis-a-vis our personality manifestations, and will come to realize that we are not bound by our weaknesses but can learn to overcome them and to create the life of our own choosing.

### USE OF THE PSYCHOLOGICAL LOG WITH THE REVIEW EXERCISE

The evening review is more profitable if combined with the use of your psychological log. It is helpful to record, even briefly, the insights you gain in reviewing your day. The writing helps to clarify things and helps us to "own" or accept the insights we have had. You may also wish to combine this with exercises in affirmation and self-programming, recording your resolutions to carry out a particular type of inner work. Or you may wish to celebrate some positive discovery in words, poetry, or images. Writing not only reinforces and gives expression to your awareness, it is extremely valuable for developing a sense of aspiration, direction, and progress. The serious student will not deprive himself of this tool.

## GUIDELINES FOR TESTING THE AUTHENTICITY OF INTUITION

45.

In seeking contact with the source of inner guidance - the "pole star" within - we are faced with the problem of determining the validity of the "inner voice". Though true intuition, or "inner teaching" received from supraconscious levels is by definition always accurate, self-deception is common. It would be foolish and dangerous to blindly follow anything we may take for an intuition without corroboration from other sources. The adventure of evoking the psyche may bring about contact with all levels of the unconscious - from the most base and primitive to the most sublime and it is frequently difficult, particularly in the beginning, to differentiate these levels.

In general it can be said that no external criterion is absolute and that only a directly self-realized person has perfect discernment in attempting to evaluate the authenticity of intuition. A measure of doubt and scepticism is therefore healthy, though one must avoid the opposite extreme of allowing an excessively critical attitude to block our receptivity and paralyze all progress. It is a question of steering a middle course between the Scylla of sterile and negative scepticism and the Charybdis of naive credulity. The fewer obstacles to clear perception of Reality there are in the form of personal hangups, inadequacies, fears, hostilities (conscious or unconscious), the less danger there is of distortion and self-deception. As a Sufi master once put it, Satan will find a way to slip into even the tiniest crack. Hence the importance of moral purification (the first two steps of Raja Yoga) and the purity of intention in approaching the source of inner guidance. Thus it is recommended to commence meditation to perform ablutions as a symbolic gesture of inner intent and attempt to raise one's consciousness to the most elevated plane possible, invoking inspiration from the highest source you can conceive. If the intention is pure (not ego-inflated), no serious harm can result even though one's judgment may be in error.

The following guidelines may be used in testing the validity of intuitions you receive through meditation or in other ways. As most rules have exceptions, it is wise to cross-check in as many ways as possible when you are in doubt. Above all, do not let these words discourage you from trying, because it is only through practice and experience (including your mistakes) that learning comes.

In general, the voice of Truth brings a profound feeling of inner calm, certainty, and illumination, provided we are in a receptive state and willing to face without defensiveness whatever truth is revealed. There may be pain accompanying this experience, as the truth is often painful, but beneath the pain there will be a deeper feeling of "rightness" and peace. If we feel too weak to face the truth on a particular question it is better not to seek answers at this time as it will only produce conflict and guilt over our inability to take the path indicated. This is what is meant by "sincerity of intention": that we must seek the truth wholeheartedly if we seek it and with the willingness to take whatever steps are necessary upon the knowledge we receive.

Beware of any message that stimulates fear of disaster. These are usually pseudo-intuitions coming from the lower unconscious and representing neurotic fears. There are exceptions, however.

Beware of any message that flatters you and tends to produce ego-inflation, especially a grandiose, messianic nature. Again, the source is likely to be the lower unconscious, because being a compensatory attempt to deny underlying feelings of inadequacy and inferiority.

Reason is a valuable tool to counterbalance and check intuitive insights. It is, in any case, necessary in order to "bring down" these insights and to express them in communicable form in most cases.



is helpful to inquire as to whether the "teaching" received fits into the general body of knowledge - both the knowledge of esoteric science as well as that of the classical esoteric traditions. A negative finding is not a certain indication that what you have received is true, but it can warn you to step cautiously in your interpretation and to make through attempts at cross-validation.

Remember that inner teaching is frequently clothed in symbols and requires a symbolic rather than a literal interpretation. A person who receives the impression that he is going to die, for example, may be approaching a moment of psychological "death" prior to an experience of rebirth and regeneration rather than the moment of actual physical death. Another famous example is the case of St. Francis who heard God tell him, "Go and restore my church". At first he interpreted this as referring to the crumbling church nearby and set out gathering stones to restore the old building. Only later did he realize that the message was to be interpreted symbolically as referring to the state of moral corruption in the spiritual Church.

If you are in doubt, delay action if it is not urgent, allowing time to see if your intuition is corroborated by subsequent events. This "cold storage" period frequently clears many problems, and either points out specific pathways to follow and opportunities for action or makes it clear if your interpretation was erroneous. Tolerance of ambiguity is characteristic of the mature person, and it may be necessary to draw on this attribute living with uncertainty and withholding judgment until the situation becomes clear. Forcing premature closure in order to avoid the stress of such uncertainty may cause you to make the wrong decision and will, in any case, deprive you of an opportunity to exercise patience - much underestimated virtue and an indispensable ally in the search for enlightenment.

It is sometimes helpful to consult with a wise friend or a person experienced in these matters if there is someone you can trust.

Checking by a group, as in the group meditation practised by the Quakers or the "testing" employed in Subud, is another safeguard. If you have recourse to others in this way, they should be persons you regard as objective and impartial.

You may ask yourself what is the source of this message and how would you react in reality if you received counsel from such a source. Metaphorically speaking, does it come from a "good spirit" or a bad one? Hannibal is an historic case in point, who, having dreamt that after Capitoline (the tutelary diety of Rome) told him to make war on Rome, acted on this advice and was defeated. A useful technique to help clarify the source is visualization or active imagination in which you look for a mental image which will represent the source of the message.

The various techniques for obtaining answers from the unconscious using mental imagery, spontaneous movement and drawing, or the pendulum may be employed to cross-check the source of an intuition or to further elucidate its meaning and implications. Divinatory methods should be employed by qualified persons well trained in their use. Even then, they should be used with discretion as there is a danger of becoming overly dependent on such methods.

First become single-minded and purify the motives in your search. Then "ask and it shall be given you: seek and ye shall find; knock and it shall be opened unto you". For purity of heart and single-mindedness are more important than any technique to your success.

"Never allow yourself to be punished for noticing or recording your behaviors"

Watson and Thorpe

CENTERING: that act which precedes all others on the potter's wheel.

M. C. Richards  
Centering

What we are searching for is a way to make conscious those contents which are about to influence our actions, so that the secret interference of the unconscious and its unpleasant consequences can be avoided."

Carl Jung

## Act IV The Mind Stream



Act IV: The Mind StreamRequirements

cassette tape-player

workbook and tape for Act IV

pencil and paper (optional)

about 45 minutes' time

Review

The Evening Review is a tool to help you step back and observe your daily experiences. "To harvest the crop of seeds planted by one's experience during the day." It is posited that this exercise will, over time, enable you to foresee some of the consequences of your behavior and make adjustments appropriately. (These directions coming from the observer self, or self most closely aligned with the best within us.)

Preview

In Act IV you will see how many different ways it is possible to experience yourself at any one time. Further, how you have some control over the reality you attend to. Thus, if through your evening review you discover that you are spending too much time attending to any one aspect of your experience, you will have had an experience which shows that you have the power to control your attention, and hopefully will be able to redirect your awareness.



### The Exercise

As a preliminary step would you please jot down all those "things" which make up your consciousness, in other words, all the aspects of your being to which you can direct your awareness. (After you finish the exercise, you might compare your list with the elements described in the tape.) Take a few minutes for that, then assume a comfortable position and turn on the tape. After listening to the exercise, during the musical portion of the tape, please return to this workbook.

### Application/Processing

You can use your awareness of your mind stream in a number of different ways. Like most activities within this learning package, your experiences can be used in two basic modes - for being-in-the-world, and for just being.

Being-in-the-world activities can benefit when you realize that you have some control over your attention. You can "tune in" or "tune out" various stimuli. In a fearful situation you can place your awareness on your breathing a la Alexander Lowen's Bioenergetics. If you are bored you might do some creative visualizations. If you're feeling out of touch, you may try contacting your senses, one at a time. If you're sad, and don't want to be, think of and try to recapture pleasant events, sing a song!

If you're concerned about the value of over-controlling yourself; consider, or meditate upon this question, "Who is in control?"

Your being can be enhanced via the mind stream exercise in two ways. One is by exerting your will in a most skillful way (by redirecting attention). The will is a central component of your "self". By utilizing your



will in such a way, you are strengthening your identification with your deepest self.

In addition to strengthening the willful component of your self, through the mind stream exercise, you're also building up the observer, or witness.

Sometimes it seems as though these two aspects of the Self, of Being, are best represented by the Chinese Yin Yang symbol, if we imagine energy flowing through and within this. By being the passive witness, Yin, more energy is allowed to flow; by being the active will, Yang, energy is transmuted for use.

### Review

Hopefully this exercise allowed you to see the varied nature of your mind stream.\* You may have noticed that it is composed of elements both invited and uninvited, and further that you do have some kind of control over the effect of this stream on ourselves.

For example, if you have some unwanted thoughts "winding up inside your head" (George Harrison), you have several options to take:

You might try to force them from your consciousness (which  
is quite difficult to do)

or You might try replacing them with alternative (maybe positive)  
thoughts, or perhaps,

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\*Your attention was directed to, in order: sensations, thoughts (existing and created), desires, images, and emotions.

You might want to put your awareness elsewhere - outside your head. Fritz Perls urges us to "lose our minds and come to our senses."

In not all cases will the redirection of awareness be successful. But we probably all have a lot more control over ourselves than we realize.

### Preview

It is this function of the will, its ability to redirect or focus awareness that is stressed within Psychosynthesis.

"For example, if we want to get a car going and we get behind it and push with all our strength, we use a will which is only strong. But if we sit in the driver's seat, turn on the ignition, and drive the car, we use a skillful will." (Assagioli, 1973)

"The most effective and satisfactory role of the will is not as a source of direct power or force, but as that function which, being at our command, can stimulate, regulate, and direct all the other functions and forces of our being so that they may lead us to our predetermined goal." (Assagioli, 1973)

References

- Assagioli, R., The Act of Will, New York: Viking Press, 1973.
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- Huxley, L., You Are Not the Target, North Hollywood, California: Wilshire Books, 1974. (See especially, "Lay the Ghost," pp. 62-69.)
- Sadhu, Mouni, Concentration, North Hollywood, California: Wilshire Book Co., 1973.

Notes

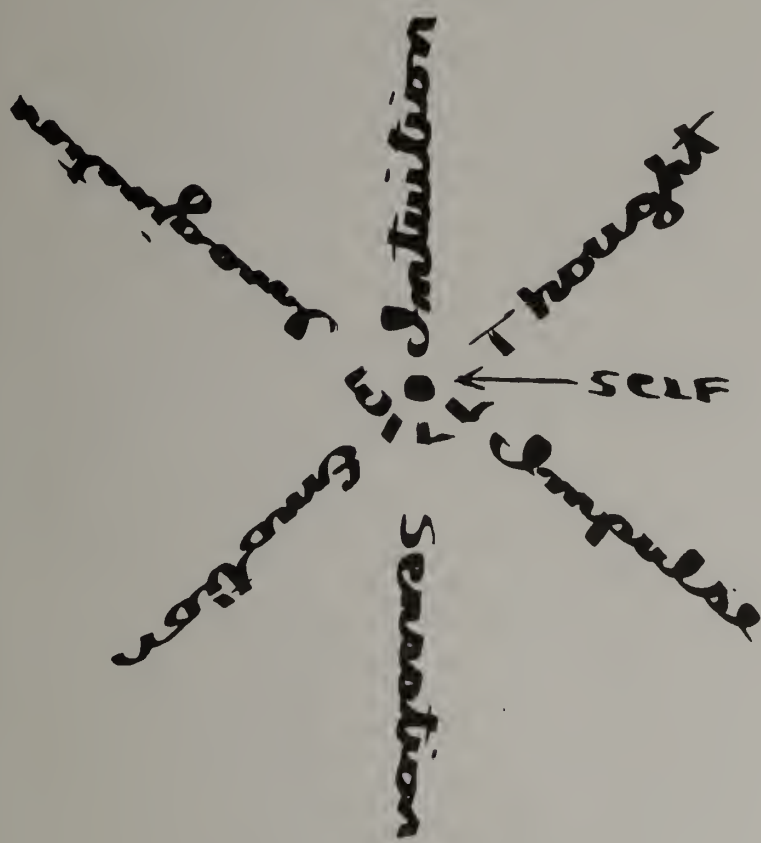
And I believe that this is the great thing to understand:  
that awareness per se - by and of itself - can be curative.

Fritz Perls  
 Gestalt Therapy Verbatim

Between experiencing and having experienced - the moment when  
 the experience yields its last secrets. A moment we discover is already  
 past when cracks and stains appear, the gilding flakes off, and we  
 wonder what it was that once so attracted us.

Doc Hanumarakjöld  
Markings

# Act V Personality Functions and the Will





## Act V: The Will/Personality Functions

### Requirements

a pencil

### Review

Moving along through the exercises we have been discovering lots of things that we "aren't" or more accurately, that we are - impermanently and, at most times, unconsciously. Parallel to these exercises designed to make us aware of what are termed partial identifications have been experiences designed to show us how we actually do have control over our processes, particularly through the willful redirection of awareness.

### Preview

Today's work involves further strengthening of the will through conscious movement of the type stressed in the Feldenkrais system and various martial arts. Also, you are provided with another theoretical interlude in which six personality functions are identified and described. (These serve as the primary sources of the contents of consciousness experienced in the Mind Stream session of Act IV.)

While the will is not the focus of this learning package, its centrality and integral relationship to the "I" point of pure consciousness demand a brief explanation of this frequently demeaned human quality.

What is the conception of will as it is used within this module? An explanation, in terms of its function follows:

"The true function of the will is not to act against the personality drives to force the accomplishment of one's purposes. The will has a directive and regulatory function; it balances and constructively

utilizes all the other activities and energies of the human being without repressing any of them.

The function of the will is similar to that performed by the helmsman of a ship. He knows what the ship's course should be, and keeps her steadily on it, despite the drifts caused by wind and current. But the power he needs to turn the wheel is altogether different from that required to propel the ship through the water, whether it be generated by engines, the pressure of the winds on the sails, or the efforts of rowers." (Assagioli, The Act of Will, 1973, page 10)

It is important to bear in mind that the will described above refers not only to strength, but to skill, goodness, love and higher striving as well. For instance, the strong willed person who shows persistence, endurance, and concentration may be ineffective because of the lack of complementary qualities augmenting strength.

Much as this conception of will is counter to the notion that will is the active, energizing agent pushing us through undesirable tasks; it is similarly contrary to the idea of will as that which pushes away undesirable thoughts and keeps guard over our impulses and drives. While the will can perform these functions, to use it in this way is often inappropriate and inefficient. Generally it is beneficial for the will to act by a) redirecting our awareness and/or b) redirecting (transforming) the energies demanding expression. Some excellent practical techniques for accomplishing this act, along with a good description of humans as energy transformers are provided by Laura Huxley in You Are Not the Target, Wilshire Book Company, 12015 Sherman Road, North Hollywood, California 91605 (\$3.00).

Assagioli lists three phases in will development: 1) recognizing that the will exists (which may have been accomplished by the explanation above); 2) realizing that you have a will; and 3) being a will (Assagioli, 1973, page 7). Hopefully the following exercise will lead to phases two and three.

## Centering

Take a moment to pause and reflect.

### The Exercise (A)

With that rather lengthy introduction the following brief exercise is presented (the exercise is from Tolbert McCarrol's Exploring the Inner World). While performing the actions the important thing to remember is to keep your consciousness on the willing nature of the moment. You choose. To do this you can read over the description presented below. Then place it where you can see it as you go through the movements.

"The beautiful Chinese form of meditation, Tai Chi, also helps me get more centered. The Tai Chi master, Gia-Fu Feng, sees it as a bridge between eastern meditation and western psychotherapy. It gives a sense of flowing, of energy, of peace.

Tai Chi requires a period of instruction. The following is not Tai Chi, but some ideas from Tai Chi. Stand erect with your feet a bit apart. Close your eyes. Feel the weight of your hands. Let your hands hang. Rest. Become aware of your breathing; feel the air coming in and going out.

As you breathe in, let your arms come straight up in front of you. As you exhale, let your arms fall. Make your motion slow and smooth. As your arms go up, bend your knees. As your arms fall, straighten up. Do this for a while.

As you breathe in, let your hands pull the air to you. As you breathe out, push the air away. Repeat this motion many times in a rhythmic fashion.

Let your arms spread wide apart as you exhale. Cross your hands on your chest as you inhale.

After a while again let your arms come up and your knees bend as you inhale. Drop your arms and straighten your knees as you exhale. Do this for a while.

Feel the weight of your hands. Let your hands pull you to a position of repose. Rest."

You are the director, you are the actor. You can control the chariot through your will.

### The Exercise (B)

Next you are going to be presented with one conception of the various personality functions existing within all humans. There are of course alternative explanations and descriptions. This is only one. You can choose to accept this as a way of organizing your thoughts or not. It is only meant to be an aid to help us move in the direction of becoming more aware of the parts of our selves; and the potential for developing and integrating those aspects.

In examining the following material you might want to employ the old SRA reading formula taught for years in conjunction with their reading kits - SQ3R. Survey, Question, Read, Review, Recite. Oh well, it's just an idea. But if you do use it you might consider these questions:

1. How does my conception of "personality functions" differ?
2. What functions would I add?
3. Which are my strong functions; weak ones?
4. How does this relate to Jung's classification of persons by pre-dominant function - sensation - intuition - emotion - thinking?
5. Does this gell or jar with my notions of psychological make-up?
6. How do these functions inter-relate in everyday life?

After posing these questions and examining the diagram, you can read some related comments by Dr. Assagioli. Then, after completing the module (and not before), go on to Appendix B.

"It is well to become aware of the relationships between the self and the will on one hand and the various other psychological functions on the other." (Assagioli, 1972, page 12).

"The will has been placed at the center of the diagram in direct contact with the conscious I, or personal self, to show the close



connection between them. Through the will, the I acts on the other psychological functions, regulating and directing them. The diagram is oversimplified, like all diagrams, but it helps to give prominence to the central position of the will." (Ibid, page 12 and 13)

"Many classifications of them (the personality functions) have been made, but I consider the following to be the most inclusive: 1. Sensation; 2. Emotion-Feeling; 3. Impulse-Desire; 4. Imagination; 5. Thought; 6. Intuition; 7. Will. They are represented...in the diagram." (Ibid, page 49)

"The relationships among these functions are complex, but there are two kinds of interactions: first, those that take place spontaneously, one might say mechanically; second, those that can be influenced governed, and directed by the will." (Ibid, page 49)

"The various psychological functions can interpenetrate and interact, but the will is in a position to direct their interpenetration and interaction. The centrality of the will allows its supremacy through its regulatory power...." (Ibid, page 51)

"The centrally located will can mobilize the energies of imagination and of thought, and utilize these energies within the individual to carry out its plan. So the will can be used purposefully and consciously by the individual to choose, evoke, and concentrate on the images and ideas that will help to produce the actions he desires. For example, images or ideas of courage and higher purpose, used skillfully, lend to evoke courage and produce courageous acts." (Ibid, page 52)

"I believe the will is the Cinderella of modern psychology. It has been relegated to the kitchen. The Victorian notion that will power could overcome all obstacles was destroyed by Freud's discovery of unconscious motivation. But, unfortunately, this led modern psychology into a deterministic view of man as a bundle of competing forces with no center. This is contrary to every human being's direct experience of himself. At some point, perhaps in a crisis when danger threatens, an awakening occurs in which the individual discovers his will. This revelation that the self and the will are intimately connected can change a person's whole awareness of himself and the world. He sees that he is a living subject, or actor, endowed with the power to choose, to relate, to bring about changes in his own personality, in others, in circumstances. And this awareness leads to a feeling of wholeness, security and joy." (Roberto Assagioli, in an interview with Sam Keen, Psychology Today, Volume 8, No. 7, December, 1974)



### Review

Within this set of exercises you were asked to perform an exercise designed to stimulate your feeling of yourself as a willful agent. Other similar exercises are: to consciously decide whether to pick up a pencil or not, then to consciously do it or not do it; or you might try standing on a chair, happily, for ten minutes every day for two weeks.

Also you were given one conception of some of the elements which make up the whole we call our self. It should be pointed out that these aspects are being differentiated for purposes of awareness and analysis; but that realistically they must be considered part of the whole that makes up our being.

### Processing

As a way of further strengthening your work, in addition to doing an Evening Review, you are now invited to consider a complementary morning exercise using the "technique of everyday psychological hygiene," the disidentification procedure of Act I. You may or may not choose to listen to the tape to guide you. Use the tape tomorrow, the next day, and so on until you have a solid feel for it. After awhile you'll want to perform this by yourself, using your own material. For instance, on any one day you may find it beneficial to distance yourself from a nagging subpersonality, or some fear, or a negative opinion of yourself. Any elements can be worked into the "Disidentification/Identification/Reappropriation" exercise.

At this point you have been asked to practice daily:

1. the disidentification exercise each morning

2. the evening review at night
3. the "I am I" mantrum any time
4. appropriate portions of any exercises, anytime.

Please try to follow this schedule, if only for a few weeks. Once operative, these habits can be most valuable.

#### Extending This Lesson

After completing the Notes section, please spend five or ten minutes on Appendix B.

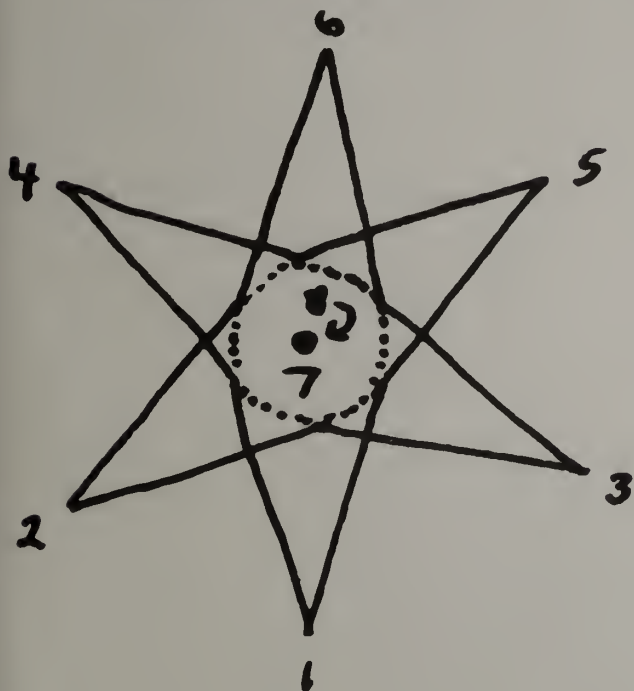
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Appendix B - Surprise Quiz

1. What is the Cinderella of modern psychology? \_\_\_\_\_ (Act V)
2. Who primarily developed Psychosynthesis? \_\_\_\_\_ (All Acts)
3. Fill in the blanks: (Act V)

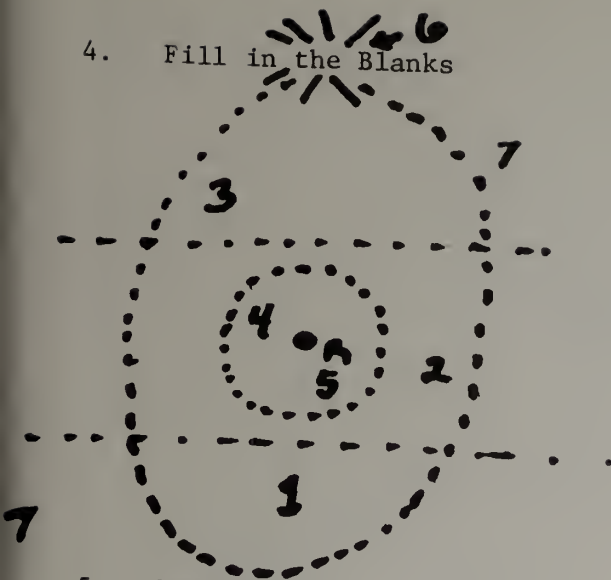
Personality functions



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

Ordering  
Doesn't  
Matter

## 4. Fill in the Blanks



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## 5. Matching

- \_\_\_ 1. Personal center of consciousness (Act II)
- \_\_\_ 2. Active component of self (will) (Act V)
- \_\_\_ 3. Director of Canadian Institute of Psychosynthesis (Act III)
- \_\_\_ 4. Witnessing component of self (Observer) (Act V)
- \_\_\_ 5. Author of You Are Not the Target (Act V)
- \_\_\_ 6. Transpersonal center of consciousness (Act II)

- a. Self
- b. masculine element
- c. Martha Crampton
- d. self
- e. feminine element
- f. Laura Huxley

Score yourself (answers are in Acts indicated)

Total points = 23

21-23 you're a genius!

18-20 excellent

19-17 very good

16-14 good

13-11 fair

10-0 keep on truckin!



Notes

Being is that which remains. It is that which constitutes this infinitely complex set of deterministic factors in a person to whom the experiences happen and who possesses some element, no matter how minute, of freedom to become aware that these forces are acting upon him. This is the sphere where he has the potential capacity to pause before reacting and thus to cast some weight on whether his reaction will go this way or that.

Rollo May  
in Creative Developments  
in Psychotherapy

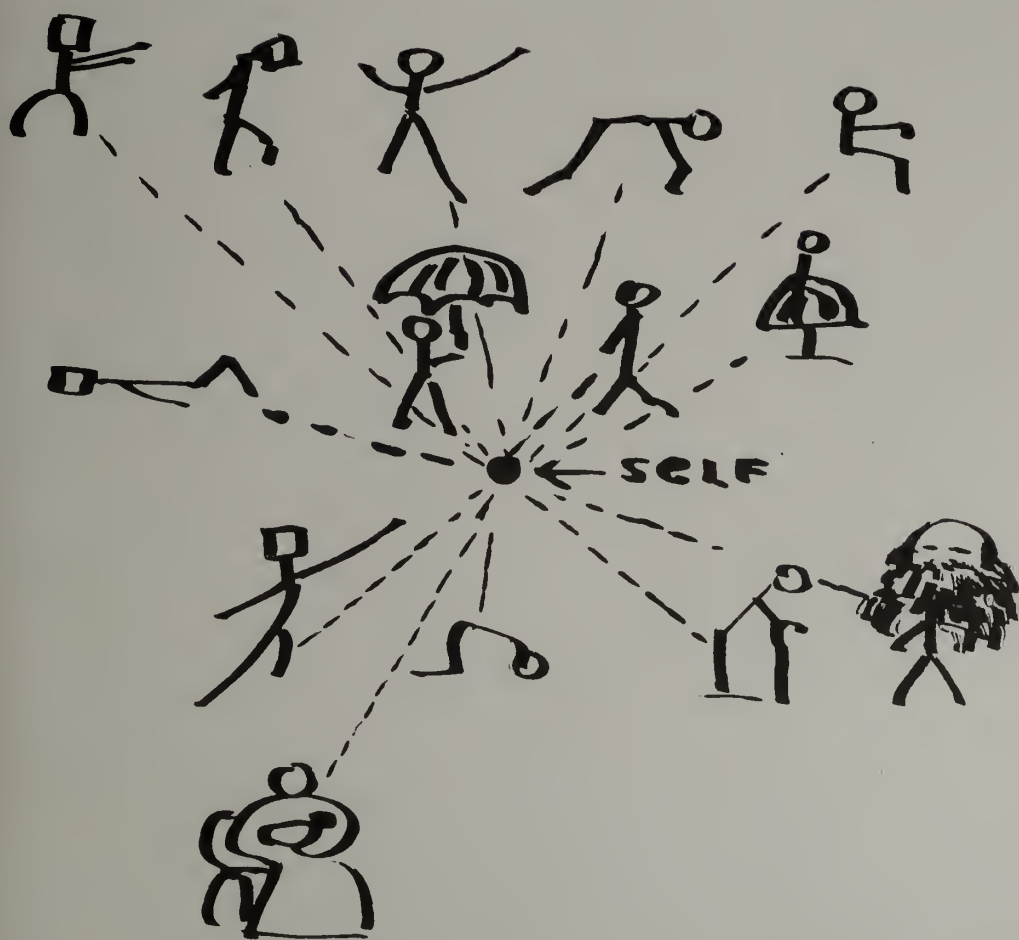
The will is like the conductor of an orchestra. He is not self-assertive but is rather the humble servant of the composer and of the score.

Roberto Assagioli

In our era, the road to holiness necessarily passes through the world of action.

Dag Hammarskjöld  
markings

# Act VI Subpersonalities



## Act VI: Subpersonalities/Roles

### Requirements

about an hour's time

pencil and paper

### Review

In many ways, this learning package can be considered as an "Introduction to Psychosynthesis." A broad range of materials are being offered to you. Possibly too broad a range. The main danger of increased awareness is that one becomes absorbed in increasing awareness at the expense of internalizing related experiences, thus achieving no permanent growth.

"One thing at a time, and that done well  
Is a very good rule, as many can tell"

This provision of a broad range of materials is supported by the notion that before one focusses on a specific issue or area for growth, there should be a reasoned decision-making process. This in turn suggests that alternatives be available. This brief package provides many alternatives; focussing can be later done by the individual, hopefully now from a broader range of alternatives.

### Preview

After investigating aspects of ourselves which primarily involve our inner condition - our mind stream and its elements, our personality functions, and our will - today we will look at ourselves as we interact with the world, via our subpersonalities and roles. The first part of today's Act deals with subpersonalities.

There are many things we can be, at various times, in various places. One of the clusters of identification is our set of subpersonalities (or perhaps more accurately, co-personalities). These identifications are not as readily apparent as some others (often our most influential attachments are those we are unconscious of). By subpersonalities we are referring to the "faces" one presents to the world under different conditions. While these are frequently manifested by roles, they are not always the equivalent of those roles, but can be said to underlie them. To become more familiar with the concept of subpersonalities, you are advised to read "Guidelines for Writing-up Subpersonalities", which is attached as Appendix A, then return to this portion of the workbook.

#### The Exercise (A)

The technique used to get in touch with subpersonalities involves visual imagery, much like you used in the Mind Stream Exercise when you imagined a grey blackboard with numbers on it.

During the exercise you will give yourself relaxation instructions and provide yourself with a setting. As you (if you), contact images suggesting subpersonalities, you might do one of two things. The first would be to take a second to jot down the personalities as they appear; the other is to hold the memory of them in your mind, then jot them all down when you're finished. In either case you might want to engage each of them (the subpersonality images) in conversation, asking the following questions: What do you do for me? What are your strengths? Weaknesses? What needs do you have? Or any other questions which seem right for you at the time.

Later, if you wish to deal with any of these subpersonalities, you can write down the conversations that you had, or follow some of the suggestions in the Appendix.

Primarily this should be seen as an exercise in awareness, in getting more in touch with the you's which exist within.\* As these are images, it is important not to over-identify with ones which appear. Identification with archetypal images can cause an over-inflation of the ego and subsequent "coming down" pains.

They, the subpersonalities, can be said to be real in that they effect behavior, but, they are not the you, as you are at your center.

Take a minute to center, then read over the following instructions, then guide yourself within. (Read this over until you are familiar enough with it to continue alone.)

1. Select a quiet spot where you won't be disturbed, and have a pencil and paper available.
2. Close your eyes and take a few deep breaths - imagining that leaving with each exhale are all the tensions of the day.
3. Progressively relax your body by tensing then releasing the major muscle groups of your body, starting with your feet.
4. Follow your breathing to a peaceful relaxed state wherein you will...

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\*Process Note: Please do not be overly concerned if this particular exercise doesn't work for you, in that no images appear. Many persons have trouble visualizing but are superior in other forms of mental imagery, such as auditory evocation, or even kinesthetic awareness. Today's exercise is doubly difficult because you must be both the director and the actor of the relaxation and visualization. Also, be aware that these subpersonalities can take many forms in imagery, e.g., they might appear as animals, cartoon characters, etc.



5. Imagine yourself on a path, a path leading up a small hill. On your left, ahead of you is a house. Go and examine this house, look around it; it is your house. Take your time, look all around it. You then notice a sign over the front door reading SUBPERSONALITIES. And now walk back to the path which leads by your house to a large boulder just to the right of the path. Sit down, and watch as the front door opens and your various subpersonalities exit.
6. Engage one or a few of these subpersonalities in conversation, or let them just parade by.
7. When you feel you have completed this exercise, come back slowly. Taking your time, feeling that relaxation and freshness which follows these journeys within.
8. Process your experience as you wish.

#### The Exercise (B)

In addition to being various subpersonalities, we can play many roles. These roles are useful, almost necessary for living in the world. However, it is important for most persons not to become so dominated by their roles (be that of mother, executive, student or whatever), that they have limited their full potential.

As a way of gaining awareness of these roles you might want to write down the many different ones you play a) over the course of a day; b) over the course of a year; c) over your lifetime.

Roles, like subpersonalities and all other aspects we have mentioned, exist for a reason. In these exercises you are directed to find out first

what your identifications are, and secondly, to distance yourself from them, then to consciously choose whether and when you wish to utilize them. And further, to infuse them with the energies of your deepest self when they are in use.

### Review

Thus far you have been provided with exercises aimed at disidentifying from

1. your body
2. your mind
3. your emotions
4. your subpersonalities
5. your roles (into two different exercises)
6. your behaviors (via the Evening Review)
7. your contents of consciousness - mind stream elements including thoughts, images, ideas
8. your functions,

all the while being prompted to reidentify yourself with your "I", your "center." A more permanent (and joyous) place from which you can direct and harmonize those aspects of you, which even taken together don't fully define...you.

### Preview

Because it seems possible that persons might feel uprooted and ungrounded when separated from their various aspects (which, while possibly causing conflict through contradictory demands, probably still provide

a measure of security), in some of the next sessions emphasis is placed on the joyous experiencing of this center and then passing this energy into (reappropriating) those aspects which have been chosen to be emphasized.

References

Crampton, M., "Guidelines for Writing-up Subpersonalities," Montreal: Canadian Institute of Psychosynthesis.

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Vargiu, J. (ed.), Synthesis, 1, 1, 1973. Entire issue is devoted to investigation of subpersonalities.

A. How to become aware of your subpersonalities

Start by asking yourself what different "faces" you present to the world under different circumstances. You will find clues if you consider the different roles you play with different types of people (e.g. authority figures, younger people, your peers, a companion of the opposite sex, your subordinates, someone you admire, etc.) and under different conditions (e.g. at home, at work, on vacation, at church, etc.)

Although you may find the concept difficult to grasp at first, begin to write anyway and, as you do so, the subpersonalities generally start to become clear.

You may use any of the techniques for "answers from the unconscious" to get in touch with subpersonalities you may have difficulty contacting from conscious levels. To do this, you can ask the question "What important subpersonalities have I missed?" and work with any of the following techniques to find the answer: the Review exercise focussed on subpersonalities of the day or from a recent period of time; mental imagery (visual, in the form of pictures or of words written on a screen, or auditory, in the form of words spoken or heard, or a combination as in the technique of addressing your question to a Sage or other symbol of inner wisdom); spontaneous movement, drawing, writing, or sounding.

It is a good idea to start by listing as many subpersonalities as you can and then make a selection from among these to focus on. You may find that several subpersonalities you have listed are different versions of the same thing and could be considered together. Choose those which seem to play the most important role in your life and those which cause the greatest conflict to make a detailed analysis of.

B. Questions to answer about your subpersonalities

For each subpersonality, consider the following questions, but do not feel obliged to answer each question for each subpersonality if it does not seem appropriate. You may find other relevant questions to ask or discover additional techniques to help you in making contact with your subpersonalities.

1. Naming.

Give your subpersonality a descriptive name - e.g. "The Guru", "The Clinging Vine", "Bitchy Bertha", "The Doormat", "Harry the Haggler". A humorous name is helpful if it seems appropriate, as humor facilitates detachment and disidentification from the subpersonality, making it less overwhelming and more subject to your conscious direction.

2. General character sketch

Describe the subpersonality. What does it look like? How does it behave? What feelings does it have? What thoughts does it think? What does it tell you? What does it tell others? What image does it try to project? What physical posture does it assume? How does it feel inside its body? Where does it experience tension? What expression does it wear on its face? How does it dress? What does it like to do? What would your life be like if this subpersonality had its way all the time? How would this subpersonality like to live ideally?

3. Needs and desires

What are the needs and desires of this subpersonality? How does it seek to fulfill them? Does it use direct or devious, effective or ineffective, constructive or destructive ways to fulfill its needs? Can you think of more constructive ways it might use to fulfill them?



#### 4. Drawing

Make a drawing that expresses the essential qualities of this subpersonality.

#### 5. Circumstances that evoke the subpersonality

Under what circumstances does this subpersonality tend to emerge? In what social roles does it express itself? What specific people in your life does this subpersonality interact with? What is it about these people that evokes the subpersonality? Is the "demand" to behave in this way coming from the other person or from within yourself?

#### 6. Strengths and weaknesses

Every subpersonality has both valuable and limiting or negative aspects. What are the strengths of this subpersonality and how can you use them more effectively? What are its weaknesses and limitations, and how can you learn to overcome them?

#### 7. Centrality and prominence

How important a role does this subpersonality play in your life? What proportion of the time is it on stage? Is it a long-standing subpersonality that has been part of you for many years or is it fairly recent? Do you remember when and under what circumstances it began to manifest itself? Does it seem to be a fairly deep and basic aspect of your personality structure or is it something more superficial and transient? To what degree do you feel identified with this subpersonality? - i.e. is it something you think of as really "you" or is it something you can stand back from and see as a pattern over which you have control, which you can choose to act out or refuse to act out?

#### 8. Interaction with other subpersonalities

How does this subpersonality interact with other subpersonalities? Which ones does it come into conflict with? How are these conflicts resolved? Which subpersonalities reinforce this one? How do the subpersonalities in conflict with it help to sustain it- i.e. are they in some ways like opposite sides of the same coin?

#### 9. Integration

To what degree and in what ways do you, as the Self, take an active role in mediating the conflicts that involve this subpersonality? How is this related to the extent you feel identified with or disidentified from it?

In looking at this subpersonality from the standpoint of an objective yet compassionate observer, what suggestions would you have to give it? -e.g. What might it be able to learn from other subpersonalities? How could it interact more harmoniously with other subpersonalities? How could it develop and use its strong points more effectively? How can it overcome its weaknesses? How could it express more fully the will of the Self?

There are a number of techniques that you may find helpful for carrying on a dialogue between the subpersonalities and the Self. These include correspondence (writing letters from the Self to the subpersonality and from the subpersonality to the Self); spoken dialogue (speaking aloud or silently to the subpersonality and as the subpersonality to the Self); and role-playing (acting out in a more complete way the two parts. It is helpful in doing this to switch back and forth between seats as you alternately play the two roles, and to assume the physical posture, tone of voice, expression, etc. of the subpersonality. Attempt to become centered and aligned in playing the role of the Self.

Notes:

If I identify with, let's say, my profession, then this identification may become so strong that if my profession is then taken away, I feel I don't exist any more, so I might just as well commit suicide

Fritz Perls  
Existential Therapy Verbatim

Once you have a character, you have developed a rigid system. Your behavior becomes petrified, predictable, and you lose your ability to cope freely with the world with all your resources. You are predetermined just to cope with events in one way, namely, as your character prescribes it to be. So it seems a paradox when I say that the richest person, the most productive, creative person, is a person who has no character.

Fritz Perls  
Existential Therapy Verbatim

Notes

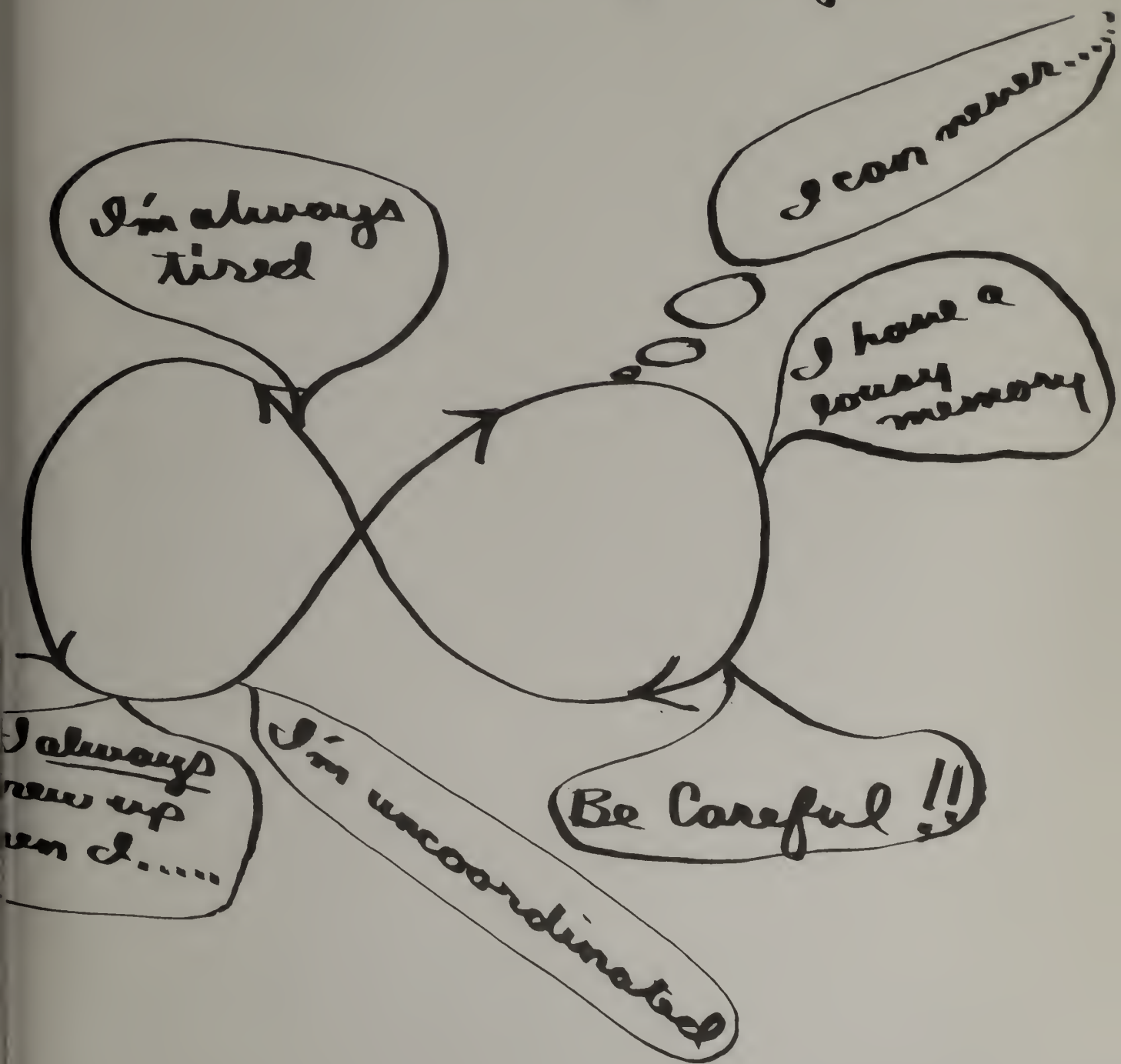
What the "I" reflects on when it sees or contemplates the body, the personality, and the roles to which it is attached for life — not knowing where it was before or will be after — are the various selves which make up our composite Self. There are constant and often hacklike transitions between these selves: consider the nude body self in the dark or suddenly exposed in the light; consider the clothed self among friends or in the company of higher-ups or lower-downs; consider the just awakening drowsy self or the one stepping refreshed out of the surf or the one overcome by retching and fainting; the body self in sexual excitement or in a rage; the competent self and the impatient one; the one on horseback, the one in the dentist's chair, and the one charmed and tortured — by men who also say "I". It takes, indeed, a healthy personality for the "I" to be able to speak out of all these conditions in such a way that at any given moment it can testify to a reasonably coherent self.

Erik H. Erikson  
Identity Youth and Crisis



Act VII

# Belief Programs



## Act VII: Belief Programs

### Requirements

workbook for Act VII

about an hour's time

pencil and paper

### Centering

"CENTERING: The act which precedes all others on the potter's wheel" M. C. Richards (Centering)

### Preview

Most states and events are mediated through the "mind", through the nervous system in its entirety (Feldenkrais, 1973 ). The tracks our sensations and perceptions follow sometimes evince themselves to our consciousness. Once these patterns have surfaced we are then better able to manage and modify them. Today's work involves a first step in dealing with these patterns, that of identifying what we have chosen to call belief programs. In doing this you will explore your belief structures in terms of: their origins, their relationship to other person's patterns, and their current impact on your being.

Belief programs, the objects of today's identification, are the structures which greatly determine our thinking and by extension, our being. From birth we necessarily organize the wide range of inputs to which we are exposed in order to make sense of them and thus render them less fearful and more useful. The exact nature of this structuring mechanism:



what it is, how it develops, how it is altered, is unknown.\* Evidence indicates that patterns established in early childhood are most durable, while programs developed later are more readily altered. As was pointed out, these programs serve useful functions, especially in childhood. The question which arises for each of us is "are they serving me in my best interests now, or am I serving them?"

In today's exercise you will be asked to examine, as deeply as you wish to, the existence of, source of, and consequences of, belief programs or patterns which are currently structuring your life. Along with questioning your present beliefs, you will be encouraged to add a new one - that you can change your belief programs.

"What one believes to be true, either is true or becomes true in one's mind, within limits to be determined experimentally and experientially. These limits are beliefs to be transcended."

John Lilly

Much as patterns from early childhood tend to be most durable, so do those which are "set" with a strong emotional charge. One liability of this self-instructional mode is that you are unable to see others approach, encounter, and release the emotions which have locked in unspoken taboos, internalized commands, or outmoded values which have been unnecessarily ruling their lives for years. However, if you seriously look at your messages to yourself, the assumptions behind those messages, and the implications of it all, you may experience some emotional release and make a valuable beginning in being more free to be you.

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\*Research in developmental psychology targeted toward expanding knowledge in this realm is being done by such persons as Kagan, Piaget (cognitive development), Loevinger (ego development), Kohlberg (moral development), Weinstein and Alschuler (self-knowledge development).

## The Exercise

Suggested procedure: First, take a moment to clarify what belief programs mean to you. Then, go over the questions in each of the five categories listed below, and respond to them in the manner which feels most appropriate: writing down a narrative response, free associating in words or pictures, graphically presenting your answers, allowing some questions to merely "brew" in your consciousness, or even ignoring those you feel are irrelevant.

### Category One - Surface Programs

What "excuses" do you offer others for your behavior?

What excuses do you give yourself?

Do any messages seem to recirculate endlessly?

What are some important ideas you hold about yourself, both positive and negative?

### Category Two - Childhood

What is your earliest memory? Is this evidenced in any way by a belief program?

What did you have to do to gain favor  
at home?

in school?

with friends at play?

What was different about your home from others you visited?

What did your childhood friends say about you?

What was your relationship to your brothers and sisters?

Do the answers to any of the above questions suggest patterns which are somehow present now?

### Category Three - Others

Do you recognize any patterns in your friends which they might be unaware of?

How about ones they are aware of?

Many novels, movies, and plays deal with patterns which were recognized and given literary form. Can you recall encountering any of these in the past? Have you recently become exposed to any of your programs via the media?

### Category Four - Past Ones You've Broken

Can you recall any insightful situations when you've had the "ah ha" experience of seeing that old ways no longer fit?

Can you see in others (personal friends and acquaintances) patterns you've experienced and moved away from?

Can you see/find any similar ones in fictional or nonfictional characters you haven't personally encountered?

Have people commented on changes they've noticed in you? Are these changes related to changes in the way you construe yourself?

Think of a constant in your life, such as the way you relate to your parents. Think about the way this interaction has varied over the years. Does this variation reveal any changes in the way you structure your world?

### Category Five - Current Operatives

What do your friends say about you?

What about significant others who might not be considered friends, but whom you respect or look up to; such as bosses, teachers, upper-classpersons?

What do you think these groups of people feel about you? (i.e., that they might not outwardly say)?

(Active-exercise) Go ask people, friends or whatever, what beliefs they have about you, or what they feel you believe about yourself. (We often live up to the expectations of others without being aware of it. This is an occasion to look at the programs they've given to you, and possibly see how they're affecting you.)

Have you encountered any habits or behaviors via the Evening Review or journal keeping which indicate the existence of underlying programs?

### Summary

The work you just completed can only be considered an introduction to this aspect of yourself. You may only have become aware of only a few "surface" programs, or have merely been reminded of patterns you were already aware of. This work can be extended to very deep levels, and can become quite complicated, especially when encountering patterns or programs which we as a society are emeshed in (and thus are invisible in our ordinary state of living).

### Going Further

An unintended side effect of your identification of belief programs is that you may find undesirable patterns being reinforced by the attention you are giving them. Relatedly, you may experience a sense of urgency to be rid of certain programs. While the central aim of Act VII is recognizing rather than dealing with such programs, the two issues are of course

not independent. In light of this fact the following section briefly outlines a few practices which might be employed to modify, eliminate, or extent the patterns you are presently experiencing.

### Concepts (Theory)

The objective of Act VII was to allow you to become aware of some belief programs which might be influencing you. Achieving this objective is valuable only in relation to the others this package aims toward. In other words, a more primary intent is that you see that you are not these programs. Rather, that these programs are only one set of countless aspects of yourself; and that you realistically have the freedom to define yourself in the least limiting manner possible, which in terms of this workbook means - as a center of pure consciousness. Further, that from this center, the rest - the adjunct roles, beliefs, functions, subpersonalities, appearances, etc. - can be developed, integrated and harmonized.

### Procedures (Practice)

Some ways in which you can extend this work are:

A. Periodically re-experience, if you can, the centering experience. As your identification with this increases, your attachment to other aspects (such as programs) can be expected to decrease.

B. Join an Arica "karma cleaning" ongoing group. Here you will be asked to come in contact with belief programs (in the areas of sex, power and money, among others) in the presence of a group.

C. Acquire Laura Huxley's book, You Are Not the Target (which can be ordered from Wilshire Book Company, 12015 Sherman Road, North Hollywood,



California 91605, for \$3.00, if it is unavailable at your bookstore) and look especially at the following exercises:

Are you Cultivating Today Your Neurosis of Tomorrow? (p. 217);

Lay the Ghost (p. 62);

Ice Cubes in a Flowing River (p. 204);

Throw Words Away (p. 173); and

To Hell with Caution (p. 124).

D. Read and experience "The Trumpet" (by Gerry Weinstein, University of Massachusetts).

This describes a method of trying on new behaviors, which can modify programs.

E. Go back to your responses to the belief program exercise, and write down all the patterns you can find. Then consider each of these statements separately by asking yourself, is this true of me? All the time? What would be a true statement that describes the situation? Then try running this true statement through your mind when you hear the old one coming on.

Example:

Recognized Program: I am inarticulate

Realistic Statement: I sometimes have difficulty expressing myself when I am unsure of myself.

F. Read over the following beliefs which others have found to be limiting; see if any of them belong to you, and then determine what your realistic situation is.

FROM ALBERT ELLIS (His three irrational dictates)

"Because it would be highly preferable if I were outstandingly competent, I absolutely should and must be; it is awful when I am not; and I am therefore a worthless individual

Because it is highly desirable that people treat me considerately and fairly, they absolutely should and must and they are rotten people who deserve to be utterly damned when they do not.

Because it is preferable that I experience pleasure rather than pain, the world absolutely should arrange this, and life is horrible and I can't bear it when the world doesn't"

FROM LAURA HUXLEY

"I always lose things  
I always forget appointments  
My children always make the same mistakes  
I am always irritable on Sundays  
People are always taking advantage of me  
I am poor in arithmetic  
I am clumsy  
I am a poor hostess"

### Review

This exercise was designed to help you get in touch with some of your belief programs. Many of these programs are painful to explore. They exist as a result of experiences which for some reason were made traumatic. It is enlightening if you can truly understand, to "grok" - that even though painful events may have occurred to us, they do not exist now in the objective moment; that it is really how we construe, and have programmed the events which creates limitations to our growth. (To emphasize the subjectivity of belief patterns you might think about how the same events can occur to two persons, yet the effects of these can be radically different. It is hoped that you will bear with this pain in order to go deeper while discovering more about yourself.)

### Preview

In upcoming sessions you will be given more reappropriation work (to get back those roles "lost" in the first exercises), as well as the chance

to hear about some of the possibilities for further self development, and how this work relates to the development of one's Higher or Deeper Self, and some of the ways to attain this Self Realization.

## References

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Notes

To put it simply, it is not what the past has done to a man that counts so much as it is what the man does with his past ..... Men are not so much shaped by events ..... as they are shaped by the meaning they ascribe to [them]

George Kelly  
in The Goals of Psychotherapy

human emotions and feelings are not magically existent in their own right, and <sup>do</sup> not mysteriously flow from totally unconscious or repressed somatic needs and psychic desires. Rather, they almost always, in the case of adolescents and adults, and even in that of fairly young children, directly stem from ideas, thoughts, attitudes, or beliefs, and can usually be radically changed by modifying the thinking processes that keep creating them.

Albert Ellis and Robert A. Harper  
A Guide to Rational Living



Notes

whatever quality we wish to cultivate in ourselves, if we meditate on it regularly, we will find ourselves increasingly in possession of it. What we think about continuously we become. If we think about the highest expressions of human nature, we will tend to express these qualities in our own life.

Cora A Scott

"The Self" an unpublished manuscript

In yoga and in Eastern thought it has been called establishing the fair witness or the witnessing self. I think of it as becoming an observer and watching the operations of the programs which are governing your thinking and behavior. You can pull out of an experience, step back, and watch the program.

John Lilly

Interview with Sam Keen

Psychology Today December 1971

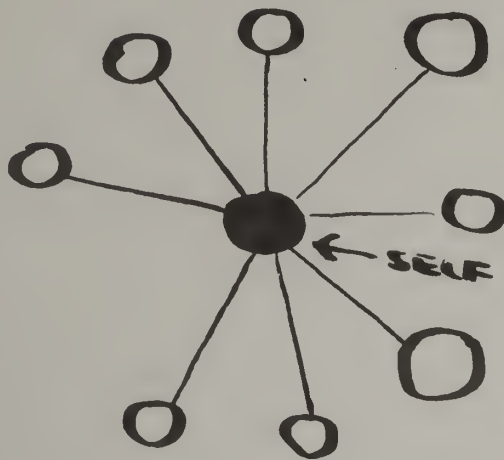
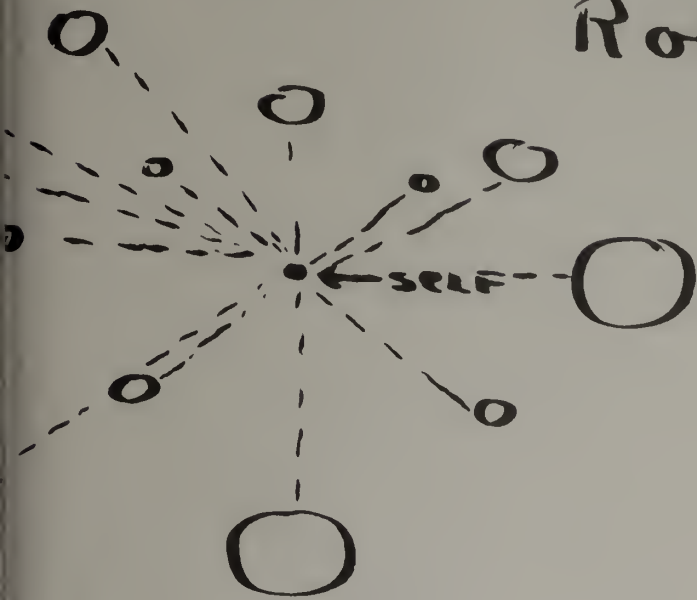
Really, nothing was easier than to step from one rope ladder to the other — over the chasm. But, in your dream, you failed, because the thought occurred to you that you might possibly fall

Dag Hammarskjöld  
Markings

Everyone has favorite melodies, often connected with his or her earliest years, or bound up with happy or elated experiences and feelings. For this study you need only to select one or two of those which you really like and easily and gladly remember. Learn to reproduce them mentally. Next hum them softly. Then, when you feel some emotional depression, especially before the start of your daily exercises quickly choose its opposite from your new "astral arsenal", and merge with the melody, while humming it for as long as needed in order to calm and uplift your feelings. With a little practice you will soon experience the beneficial results derived from such a method. There is only one condition: only a few tunes should be used - three, two, or even one song or melody; but not dozens of them.

Mouni Sadhu  
Concentration

# Act VIII • Reappropriating Roles



Meditation

## Act VIII: Meditation/Reappropriation of Roles

### Requirements

about an hour's time

the workbook for Act VII

### Preview

Exercises within this program can be divided into two broad classes: Those dealing with direct work on the Self or Center; and those related to peripheral aspects (e.g., roles, functions, subpersonalities, beliefs).

For any human quality we have these two approaches available to us. Directly focusing one's energies on one's deepest identify provides us with not only a new self-definition, but also with an inner version of Leibnitz's place to stand such that we can "move the world" (alter our functioning).

Remember once more Assagioli's dictum:

"We are dominated by everything with which our self becomes identified. We can dominate, direct, and utilize everything from which we disidentify ourselves."

On the other hand, we can also deal directly with chosen peripheral aspects of self. We might find that our thinking function is weak and, within this mode, that our ability to concentrate is most underdeveloped. Thus concentration exercises might be appropriate.

In Act VIII both "Being" and "Being-in-the-world" techniques are used to re-establish roles disidentified from in Act I.

The direct work on the Self - "Being" - involves establishing contact with the deepest part of ourselves through meditation. The indirect work,

on our worldly activities, consists in imagining ourselves as we go through the day, acting from this center.

### The Exercise

#### Part One - Being

The first part of this exercise involves just being. Merely establishing contact with the observer self within us, the place where we merely "are" from which we can watch the mind stream as it ceaselessly flows past us. The work in this section should be done with no ulterior motive. Merely be.

The vehicle which is offered for this is meditation. And rather than providing an esoteric complicated system, one is provided in Appendix A which builds on the relaxation procedure. If you have your own means of attaining quiet - please feel free to use it.

If you have read any of the materials on meditation, or in fact, have chosen not to read them, you may want to practice this technique.

#### Part Two - Being in the World

- (1) List your roles:
  
  
  
  
  
  
  
  
  
  
- (2) Select a role you wish to work on (preferably one you will assume within the next 24 hours):
  
  
  
  
  
  
  
  
  
  
- (3) Align yourself with your "self":



(4) Visualize yourself within this role

"acting" from the center

harmoniously dealing with your environment

Select some natural starting juncture for the visualization - say as a mother when children come into the kitchen - or student when entering the class - or life of the party when arriving - or...

If difficulties confront you, imagine yourself smoothly confronting and resolving them.

Continue until you feel ready to stop.

(5) You can expand this exercise many ways on your own:

- a. by remembering this experience and actualizing it as you assume that role subsequently;
- b. by selecting other roles and performing the same as a similar exercise;
- c. by being conscious as you start to, or as you play your roles/ exercising choice over whether you wish to do this or not;
- d. by harmonizing roles:  
starting with those that are in least conflict, you might wish to imaginatively construct a situation in which they interact and sit back and see what happens;
- e. by disidentifying from your roles via the picture drawing technique - construct your various "not me's" that you play;
- f. by using what is called the "as if" technique (appropriate to many aspects besides roles) in which you merely behave and construct plans "as if" you already had the desired qualities or attributes you wish to infuse in your role.

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The first lesson, then, is to sit for some time and let the mind run on. The mind is bubbling up all the time. It is like that monkey jumping about. Let the monkey jump as much as he can; you simply wait and watch. Knowledge is power, says the proverb, and that is true. Until you know what the mind is doing you cannot control it. Give it the rein; many hideous thoughts may come into it; you may be astonished that it was possible for you to think such thoughts. But you will find that each day the mind's vagaries are becoming less and less violent, that each day it is becoming calmer. In the first few months you will find that the mind will have a great many thoughts, later you will find that they have somewhat decreased, and in a few more months they will be fewer and fewer, until at last the mind will be under perfect control, but we must patiently practise every day.

Swami Vivekananda

The meditation, then, is to do the relaxation procedure outlined in Act I, then follow the alone.

Notes

without a center, everything goes on in the periphery and there is no place from which to work, from which to cope with the world. Without a center, you are not alert. I don't know how many of you have seen the film The Seven Samurai - a Japanese film, in which one of the warriors is so alert that anyone approaching him, at doing anything even at a distance, he is already sensing it. He is so much centered that anything that happens is immediately registered. This achieving the center, being grounded in one's self, is about the highest state a human being can achieve.

Fritz Perls

Gestalt Therapy Verbatim

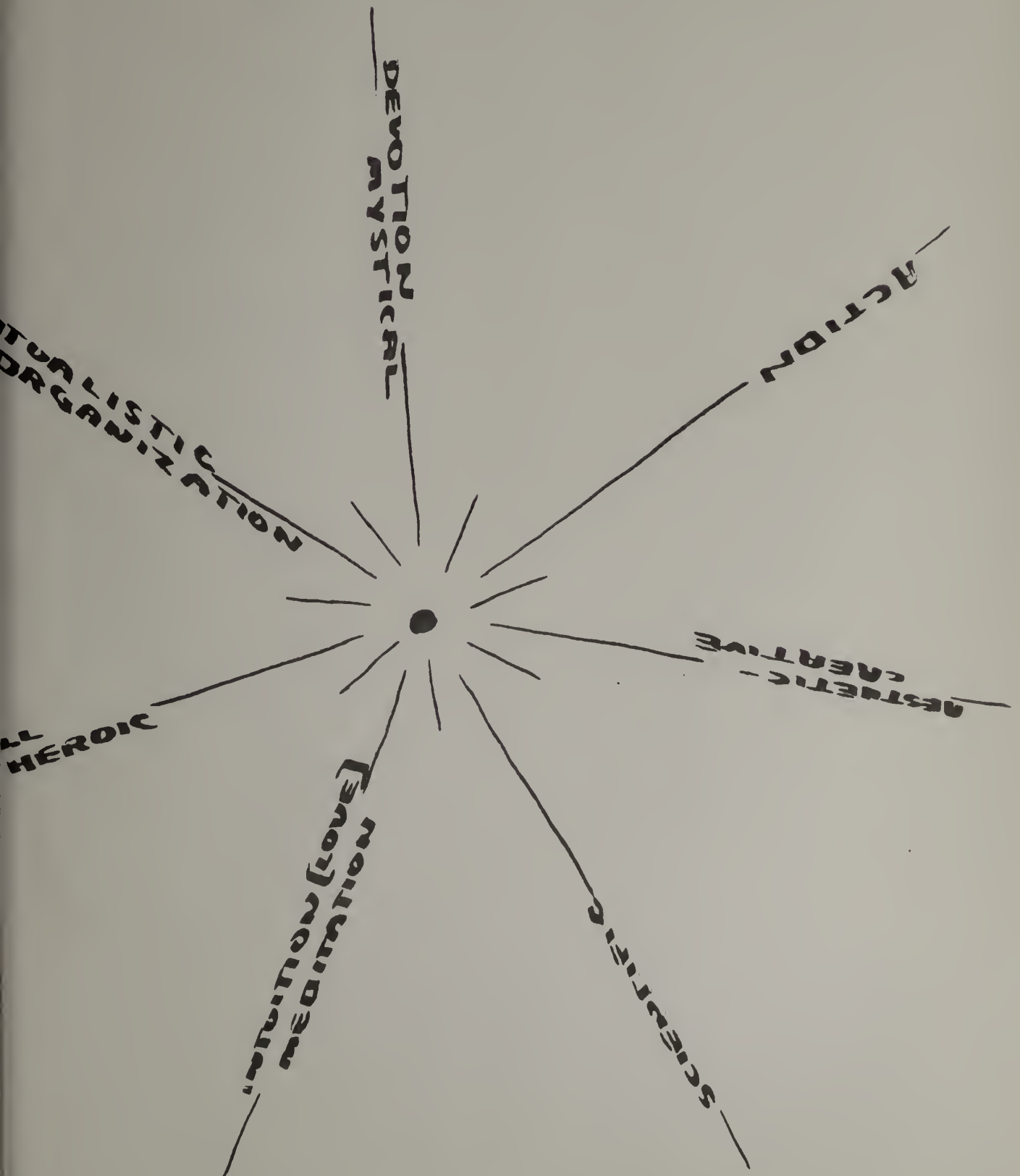
meditation is a means for achieving psychological quiet and for developing contact with inner experience and with deeper resources

maupin

"When all the senses are stilled, when the mind is at rest, when the intellect wavers not - that, say the wise, is the highest state"

Katha Upanishad, II iii 10.

# Act IX The "Higher" self





## Act IX: The Transpersonal Self

### Requirements

tape player

one hour's time

### Review/Preview

Thus far you have been presented with exercises and readings, both of which were designed to help enable you first to experience your center - your point of pure consciousness, and secondly, to reinforce an identification with this center for the purposes of realizing more control over your life (at the same time providing immediate energy and relaxation).

Some of the exercises for accomplishing these ends have been:

- a. the initial disidentification/identification exercise in which was hoped that you might experience a new condition - that of pure awareness;
- b. an explanatory session in which the nature of a concept of "Self" was presented as it is seen in Psychosynthesis; as well as a description of this particular system of human development;
- c. a simple technique for providing energy plus increased identification with your "Self" - the Evening Review;
- d. an experience in realizing how varied can be the contents of consciousness - as they exist within the mind stream, and further how one has some choice pertaining to which of those aspects he or she attends to (emphasizing the willing nature of this self);
- e. some meditative methods.

The general intent of the exercises has been to show what the nature of this self is. We have done this by directly experiencing it; through indirectly approaching it (by not "being" all those things we sometimes are - which can be limiting); and by logically considering the nature of that part of ourselves we call our "Self", especially how this differs with varying conditions (in relation to other persons - our time, etc.).

Why it is considered valuable to do the exercises and "construe" ourselves in this particular manner has been briefly discussed in each exercise. Again, generally the implied or explicit intent is to allow us more control over us so that we might become more balanced, more harmoniously functioning persons, thus better able to interact with ourselves and the outer world (being-in-the world).

Another reason why this work on identification of ourselves as a "center" might be done was suggested earlier: that being for the realization of what is termed our higher or transpersonal self. For it is through this phase of psychosynthesis that we discover, develop and integrate the higher or deeper aspects of ourselves - as an introduction to this field and ways of "higher" development. A question and answer session between Philip Brooks, compiler of this series, and Don Mastriano, a student of "Higher" consciousness and colleague of Dr. Assagioli, is provided, along with a diagram categorizing ways to the higher self, created by Dr. Assagioli and Don.

You are now requested to turn on the tape for Act IX, Interview Session on Higher Self. In approaching this you might like to try the listening method employed by the Arica Institute. This involves just listening on a first run through without really "trying" to listen, or critique or whatever, and then going back and hearing it again in a less relaxed mode for

meaning. Try it if you like - it's only a suggestion. When you are listening for meaning, you might like to have the diagram of ways to the higher or transpersonal self in front of you (found on the cover sheet to Act IX); after listening to the interview itself, refer back to the workbook.

### Processing/Application

After listening to the tape - during the musical portion (about 15 minutes of Wagner ), please use the first portion of this processing period to recall any "transpersonal" experiences which you might have had. Don't be bound by preconceived notions of what constitutes a high experience; Maslow cites many such instances and states that these can occur at odd times. Then you are asked to describe your reactions to this session; think about any issues which came up; jot down any questions that come up or remain unanswered. Particularly, you might think about possible applications of this work into your everyday life.

### Review/Preview

This "higher" development is probably what psychosynthesis is most noted for, because it is one of the few "psycho-scientific" systems to deal with this type of growth. However, psychosynthesis practitioners, Dr. Assagioli, Baba Ram Das and others, seem to be unanimous that work in this area should at most be done concurrent with "lower" personality development, and possibly subsequent to much personal work.

The overall notion being that your "karma" always catches up with you, and that while one can "head trip" his or her way to transcendent places, one will always be a tourist there without prior purification of the more earthly realms of experience.

But, against this rather pessimistic background there exists the evidence, stemming from one's own experience or observed experiences of others, or experiences you have read or heard about, that a higher consciousness does exist, and further that there exist a number of means to achieve it (in addition to, or incorporated within, those mentioned by Don are these from Alan Watts, The Book On the Taboo Against Knowing Who You Are

"yoga meditation, dervish dancing, psychotherapy, Zen Buddhism, Ignatian, Salesian and Hesychast methods of 'prayer', the use of consciousness changing chemicals such as LSD and Mescaline, psychodrama, group dynamics, sensory-awareness techniques, Quakerism, Gurdjieff exercises, relaxation therapies, the Alexander Method, autogenic training, and self-hypnosis.")

You just listened to an explanation of this general area in the form of a question and answer session with a colleague of Dr. Roberto Assagioli, Dr. Donald Mastriano. This metaphysical field is of course so broad as to defy neat conceptualizations and categories; however, to make some sense out of it, and if you're so inclined, a classification of "paths" was provided.

There exist a wealth of valuable materials in regard to "Higher Self" development. You probably have your own favorites. While reading these, you might recall the point made by Don that there exist few pure forms which neatly fit into any of these ways.

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Notes

The experience of the self is that of separate identity. The experience of the spiritual Self combines a keen sense of identity (of individuality, of being one's self, of discovering one's true self), and the sense of universality, of oneness, of unity with the cosmos. What would seem in logic to be a contradiction is instead a most wonderful living experience - individuality and universality, being oneself fully and yet being identified with the fullness of life, being at one with the universe.

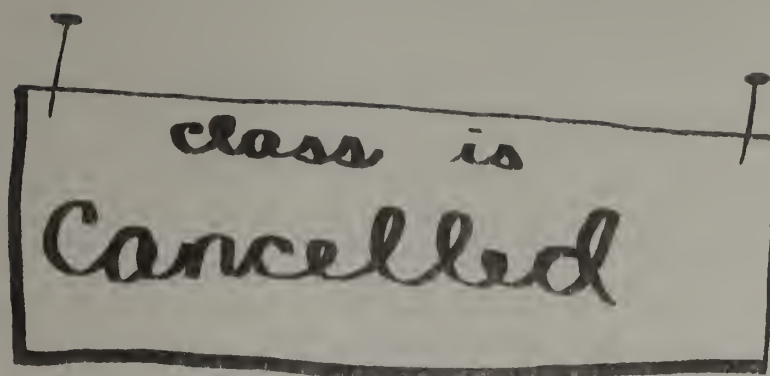
Robert Gerard

Notes

Sometimes the yogi is counseled to drop argument entirely and turn his mind over to metaphor. One of the most beautiful is found in the Upanishads, as also, by interesting coincidence, in Plato. There is a rider who sits serene and motionless in his chariot. Having delegated responsibility for the journey to his charioteer, he is free to sit back and give full attention to the passing landscape. In this image lies a metaphor of life. The body is the chariot. The road over which the chariot is drawn represents sense objects. The horses that pull the chariot over the road are the senses themselves. The mind that controls the senses when they are disciplined is the reins. The decisional factor of the mind is the driver, and the master of the chariot who is in full authority but need never lift a finger is the Omniscient Self.

Huston Smith  
The Religions of Man

act X



you have a free hour ahead

Use it as ....

a free drawing time

a time for journal keeping

catching up

getting ahead

meditating ....

Whatever catches your fancy!

Notes

There was a young man who said, "Though  
It seems that I know that I know,  
What I would like to see  
Is the "I" that knows "me"  
When I know that I know that I know."

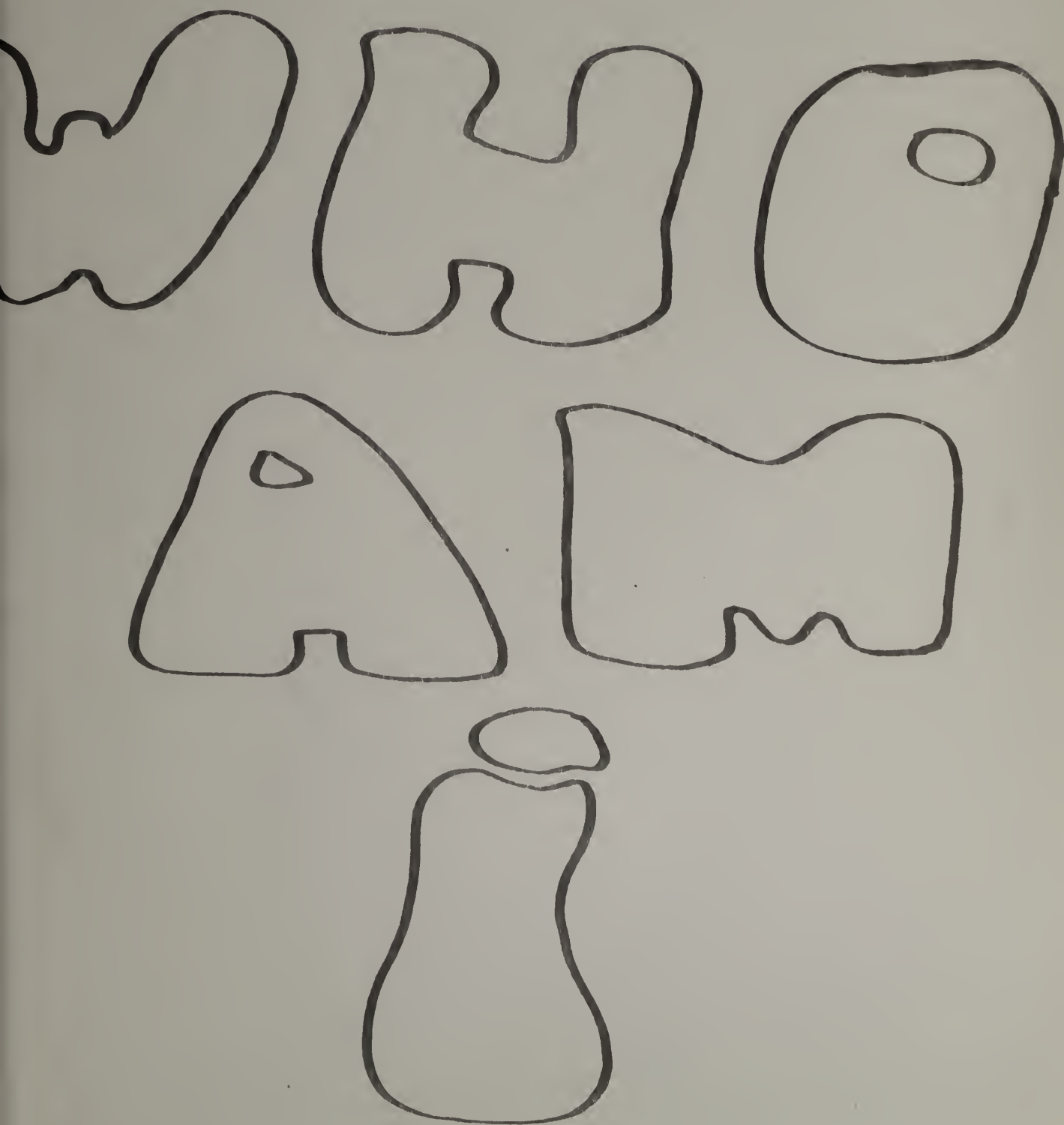
Alan W. Watts

The Book on the Tao  
Against Knowing Who You  
are



act XI

Levels of Identity  
Self Knowledge



Act XI: Who Am I?Requirements

tape player

pencil and paper

about one hour's time

Preview/Review

Hopefully you were able to enjoy the last session, as an intuition drop-in center or whatever.

Much of the work we have been doing necessarily involves not only the self as a center of pure consciousness, but also that which is called the "Higher Self" - the lower self being concerned with as a reflection of this Higher Self. Oftentimes the distinction between the two is unclear, and further it probably isn't necessary to finely discriminate between them.

Today we return to the personality in all its various aspects to consider any gains in self-knowledge which may have occurred through the process of self-exploration we have been following for the last ten sessions. For as we select various aspects for disidentification and experience our deeper selves, we often become aware of other attributes, some positive, some negative, but none of which (following our theory) is our "self", in the most essential, most intimate meaning of the term.

While self knowledge is consciously explored and described in the last section of Act XI, in the first we take another journey within, the purpose of which will be explained within the exercise itself.

Hopefully, this series of experiences will increase greatly your store of self-knowledge. The mechanism by which this gain should occur is fairly

simple. It is very difficult to observe, or measure something when we are a part of that something. We are unaware of those things which lack opposites or, in Gestalt psychology, times when a figure lacks an appropriate ground from which it can be discerned. Thus, while we "are" our various attachments and identifications, it is very difficult to see what we are. Hopefully, the exercises in which you are asked to step back and observe your various aspects will not only help develop the skill of self-observation, but will increase your knowledge of yourself.

### Centering

"Settle in, let go, then focus."

### The Exercise (A)

For the first exercise you are asked to once again select a quiet comfortable space where you can remain undisturbed for about an hour. When you have found this spot, and have some paper and a pencil or pen available, start the tape, Day XI. A write-up of this method is attached for future reference.

### Processing

Some questions to consider when processing:

- What types of answers did you give to the "Who am I?" question?  
     i.e., traits ("I am a friendly person"),  
         roles ("a good football player")  
         your sex ("I am a woman").
- Which things were hardest to let go?
- Any surprises?

- Did you change your ordering when given the opportunity?
- Do you feel you contracted a deeper center of identity? - If you didn't, do you think it's possible to?

### The Exercise (B)

The second exercise today is to write down all the things you have learned about yourself in recent days. Answer however you wish. (On the next few pages some structured categories are given, you may use these any way you want, as a test of completeness for this sheet, as separate questions...whatever.)

Personality functions

Thoughts

Feelings

Actions/sensations

Imagination/images

Drives/desires

Traits/characteristic/qualities

Subpersonalities

Roles



Beliefs (Belief Programs)

Conflicts/fears

Unconscious aspects

Ideal models

Will

Behavior patterns

"Center"

Review/Preview

It is not expected that you will be a center of consciousness at all times. Presently you may well be your mind, or if the exercise was vague or uncomfortable or very positive, you may more "be" your emotions. The main thing intended by the exercise is that you see that this experience of oneself - as a center of consciousness - is possible, and that, if appropriate, it can be added to your current identities and be used to strengthen those aspects of yourself (identified through Exercise B) find positions, or to help you discard those you find useless or harmful.

Coming up in Act XII is a chance for you to look at the limitations of this type of work, as well as to take some time to consolidate gains made, on insights achieved, thus far.

References

Taylor, G.C. and M. Crampton, Approaches to the Self: The "Who Am I?"  
Techniques in Psychotherapy, New York: Psychosynthesis Research  
Foundation, 1968.

/ who Am I?

The exercise may be introduced as a means of exploring various aspects of our sense of identity. Each person is given either one sheet of paper which he tears into 9 pieces or, if preferred, 9 small pieces of paper.

When the paper is prepared, it is well to take a moment for relaxation and centering. The group may be asked to close their eyes and to follow their breathing until it slows down to become deep and regular, letting go of all tensions of body and mind. When people seem to be fairly relaxed, the leader asks them to write 9 answers to the question "Who am I?", one on each sheet of paper. It is helpful to indicate that the answer may be anything at all that comes into their mind- even if it seems far-fetched- and to give some examples to show the range of possibilities- e.g. "a beautiful woman", "a student", "a tiger", "an ocean".

When some members of the group have finished writing, they may be told to place their answers in order according to which ones are most central to their sense of identity or would seem most difficult to give up. Numbers from 1 to 9 are to be written on the back of the piece of paper, with 9 being the most important or central to their sense of identity and 1 being the least important. Then they may place these statements in order in a pile with number 1 being on the top of the pile. The pile should be within easy reach.

When the first people have done this, the remaining ones may be encouraged to finish up as soon as possible. They can be told to write whatever comes into their heads or, if it seems too difficult to find 9 answers within a reasonable length of time, to leave some blanks. If time for the exercise is limited, it would be well to spend not more than 5 minutes on this part.

The group is then told that the next stage consists in going through the pile of statements, imagining what it would be like to let go of or to be without each aspect of their identity in turn, starting with number 1- the least important one. It will be reassuring if people are told in advance that they will not be letting go of these aspects of themselves permanently- that it is simply an experiment in imagination to see to what extent they are able to imagine what it would feel like to do so, and that they will later have an opportunity to "take back" any or all of the aspects of their identity that they wish to.

The group is then told to look at statement #1, to close their eyes and relax, and to imagine how they would feel without this aspect of themselves. It is important that they try to imagine it as vividly as possible, allowing images to appear in their mind and really trying to capture the feeling of it. About 2 minutes should be allowed for each statement. When the 2 minutes are up, they may be instructed to look at statement #2, to relax again, and to imagine what it would be like to give up or to let go of this aspect of their identity. The experience is cumulative, so that the whole series is completed before any of the aspects of identity are "taken back". The procedure is repeated for the 9 statements. (If anyone has been unable to write 9 statements, it can be suggested that they may now be able to think of other answers to the "Who am I?" question and to write these down. If not they can continue to work with the answers they did write.)

When the series of 9 has been completed, the leader asks the group to remain quiet and relaxed, eyes closed, for the next stage of the exercise. This may proceed somewhat as follows:

112.

"And now that you have temporarily let go of some of the many labels with which you have identified yourself, we are at a moment of special opportunity. When some of the masks that hide our true identity have been removed, it is easier to experience the source of consciousness that underlies the various roles we play in the world. Let us try now for a few minutes to enter into a state in which you feel more in contact with your true self than you have before. Ask yourself once again "Who am I?", and this time try to experience a deeper self- your own essential nature, something that lies beyond all the things you wrote on your pieces of paper. Let yourself feel the pure consciousness and creative energy at the deepest core of your being. We will pause for a moment of silence now while you enter into this place where you simply are -your innermost nature- and let yourself be filled with its joy and peace. (Pause for 2 minutes).

And now it is time to come back to our normal state of consciousness. As you open your eyes, you will feel wide awake and refreshed, bringing with you whatever you wish to remember of this voyage within. When I count to 3, please open your eyes: 1-2-3. Everybody open your eyes and return to a state of alert relaxation.

Before we discuss your experience, maybe some of you would like to re-evaluate the answers you gave to the "Who am I?" question the first time. It often happens after doing this exercise that people feel differently about the answers they first gave. You may want to change the order of importance of the various aspects of your identity or you may wish to discard some of the answers altogether. And you may wish to add some new ones. So take a few minutes right now to see how you feel about this. You may take back any of the aspects of your identity you still feel are important to you and you may make any changes that you wish in the light of your experience. As you take back the identities you have shed, notice now they feel to you now. Is there any difference in the way you relate to these aspects of yourself now? When you have finished rearranging your answers, number them again in the order of importance they have for you now. Put the numbers on the front of the piece of paper this time."

It is important to allow sufficient time for discussion of this exercise. The discussion might start by asking what types of answers most people gave to the "Who am I?" question. How many people identified with their personality traits (e.g. "I am a friendly person"). How many identified with the roles they play? (e.g. "I am a good football player") What other types or categories of answers were there? Which of these things were hardest to let go of? Did this surprise you? What kinds of changes did you make when you rearranged your answers? Why? What kind of experience did you have when you tried to let go of the different aspects of your identity? What did you experience when you tried to contact your deeper center of identity?



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Notes

"Psychological research has shown that if the evidence of our senses runs contrary to our picture of self, then that evidence is distorted -- in other words we cannot see all that our senses report, but only the things which fit the picture."

Carl Rogers

It is not until the ego and its attachments (the self-concept, that which he prides himself on being, etc.) dissolve, and the sense of egoless understanding comes upon him that the person can be said to have come to terms with his conditioned pattern of behavior, and to have reached wakefulness. Until then, he is in varying stages of being a dreamer who imagines himself free.

Vincent O'Connell  
in Creative Developments in  
Psychotherapy

Act XII

Future Direction



Act XII: Precautions/PlanningRequirements

workbook for Act XII

about one hour's time

Review/Preview

You probably have some reservations about this type of psychological development. You may have encountered, or foreseen, some limitations or hazards related to it. Today's work invites you to articulate those reservations, then read some precautions others have noted.

The Exercise (A) "Limitations and Precautions Identified"

It seems appropriate, not to emphasize, but to point out some of the pitfalls which have been noted in regard to the type of work we have been doing. This is done not with the intention of stopping or impeding your process, but in hopes of making you aware of some of the experiences of others which might possibly be avoided by preknowledge.

For a first step in this exercise, take a few minutes to jot down all those things that you see as being limitations or "dangers" to this type of personal development.

Next read through the ones listed, taken from others' observations and experiences.

Finally, keep them in mind when completing the planning section which comes later in Act XII.

- taking on too many systems at one time;

- working on yourself until it starts to become painful then skipping on;

"There is a temptation to change tools right when the message begins to make you nervous. This should be avoided or else you will get a great familiarity with all the hammers and never drive a nail."

Tolbert McCarroll

- Becoming identified with the contents of conscious which surface during journeys within, as when experiencing oneself as a center or when meditating;

"And those practices in which the individual attempts to sink into blissful states or to develop emotionally satisfying imagery are the source of different kinds of problems in that they can lead to vague dreaminess and inefficiency in daily life."

Cora Scott

- Not considering what is right for one's self; given one's own unique existential space;

"To encourage people toward critically examining their motives for conscious change"

The main (stated) purpose of the Symposium: Transpersonal Psychology and Healing "The Self in Transpersonal Growth", held in Amherst, Massachusetts during the Winter of 1973.

- Overdeveloping one's natural tendency to introversion;

Jung submits that there are many problems inherent in adapting an Eastern Philosophy to a Western World.

- Especially in the initial stages of the journey within we should be mindful of our other external needs. Again, Jung points out that as one initially taps deeper realms of experience, products of the unconscious (which might be jarred loose via this work) have a tendency to be overvalued because they had previously been so undervalued.



- From Assagioli - a caution against persons becoming "too interested in the observation of their inner world - which may prove more pleasing and less strenuous than active participation in the outer life."
  - Also, Assagioli cautions persons doing inner work who are already "ever too prone to self-observation and self-analysis."
  - Gerry Weinstein sort of summed up one line of thought when he asked, "What do you do with the fact that we live in a Western World?"
  - R.D. Laing agrees, "As this external human world is almost completely and totally estranged from the inner, any personal direct awareness of the inner world already has grave risks,"
- .
- A personal observation. Go easy with personal relations. A temporary disidentification from these; or inner work in general, can, at least temporarily, modify one's interactions with others, who might not understand a shift in energies, and thus be unknowingly hurt.
  - Contents from the lower conscious as well as from the super might surface during journeys within. While at a distance it is easy to see this as a release of stress, or the removal of a block, while one is experiencing it it can be painful. It is important to remember that you are not the contents of your unconscious, be it lower, middle, or upper.
  - It should be noted that for intensive work on one's self, most psychologists recommend either a trained guide (such as in Psychosyn-

thesis) or a trained peer (as in Re-evaluation Counseling). The presence of this external observer is important in helping us see those roles (Perls) or blocks we are most unaware of.

"An this is the great difficulty I see in self-therapy. There are many things one can do on one's own, do one's own therapy, but when one comes to the difficult parts, especially to the impasse, you become phobic, you get into a whirl, into a merry-go-round, and you are not willing to go through the pain of the impasse." (Perls)

- It seems that to grow we must experience conflict. Transpersonal experiences sometimes allow us to avoid that which should be dealt with.
- An overconcern with self-egoism (this point while justifiably raised seems to be well answered by McCarrol).

"We must enter into the center of ourselves and there we become no longer conscious of ourselves. The self-conscious person is indeed not a person who is studying himself too much, but not enough. He prefers to stay at an early level of self-exploration instead of dropping deep within himself. As he begins to really hear himself, he avoids the dramatic, the phony, the artificial, the mask, he becomes himself. He does not attempt to be anyone else. A man who is truly himself is not pre-occupied with himself."

Meister Eckhart: "The truth is, that the more ourselves we are, the less self is in us."

- The death-rebirth cycles mentioned in Hindu religion generally pertain to a single lifetime (McCarrol). We might consider this the disidentification - reappropriation cycle. And as Perls submits, "to suffer one's death and rebirth is not easy."

Why invite this death-rebirth cycle? R.D. Laing offers one reason (in our terms, to get to the Higher Self).

"True sanity entails in one way or another the dissolution of the normal ego, that false self completely adjusted to our alienated social reality; the emergency of the 'inner' arche-

typal mediators of divine power, and through this death a rebirth, on the eventual re-establishment of a new land of ego-functioning, the ego now being the servant of the divine, no longer its betrayer."

- What about a loss of spontaneity, love?

"We are dominated by everything with which our self is identified. We can dominate and control everything from which we disidentify ourselves."

You may have caught the essence of this central theme running these exercises. Any you may have experienced the reality of the statement in some way. But you might say, how about those things I don't want to dominate and control, especially given the relatively undeveloped nature of my control center - my "self" - my "I", and further the very nature of some of those "things"; controlled most notably: love.

The attitude I take on this is. There is no one answer. We disidentify to gain the power of the "self"; but then we reinject that energy back into those things we choose, and thus are better able to more fully be those things. The process seems to go like this

From      Center      to      Actor      Back to      Center

So while we are being whatever "partial identification" exists at the moment - totally we are not, in that existential moment, a center of pure consciousness (the cue for moving back to center coming perhaps when a sense of completeness is lost, or wholeness, a drifting feeling). Thus one would be moving all the while toward a synthesis of acting and centering so eventually we become our "self" in action.

- Identifying - not with our center - but with our image of that center,

an ego identification which Trumpka explains beautifully in Cutting Through Spriritual Materialism. This is to be expected in our achievement oriented society - where higher is better. It is a danger because higher isn't necessarily better; "lower" is better in certain stages and phases of our development.

"This difference between self-actualizing and self-image actualizing is very important. (Fritz Perls)

- Becoming overwhelmed with the work presented to us. For instance, this workbook has provided many exercises, and possibly you have discovered many areas you want to work on through them, and now that you are aware of them they may be calling out even more loudly for attention.

Attack this problem in whatever way you wish. I find that taking small steps especially at first, on limited areas is best. Behavior modification methods for dealing with aspects of yourself are well described in Watson and Tharp (see references).

Also, think about what is right for you, now. This might mean no direct work on yourself.

## The Exercise (B)

### Planning

Now is the time to consolidate your gains. For this you are invited to first investigate your needs, and then form a plan of action. Some guidelines for both these activities are listed below. The first set, on Needs Analysis, is adapted from the work of Coffing and Hutchinson at the University of Massachusetts. The second set, on stages of the will, are those of Roberto Assagioli and are taken from his book, The Act of Will.

### Needs Analysis

Step One - Consider the basic needs analysis question (as it applied to you):

WHO NEEDS WHAT ACCORDING TO WHOM

#### WHO

The who in this case being you. Thus it now reads "I need what according to whom."

#### WHOM

Whom do you wish to consult in reference to your needs? Yourself (and various subpersonalities, roles, ...your center?), others (who might provide useful insights). You can expand this step as much as you desire. One approach to extracting needs statements from various persons, or your self, is to ask this question:

Imagine that my needs were being completely met. What would I have, be doing, or be like?

Then jot down the reply.

Step Two - Arrange these needs in a rough priority order.

Step Three - Select one to be worked on. (Due to ease of working on it, importance, relationship to other needs, whatever.)



Step Four - Examine this need for specificity. Can it be worked on as it stands, or does it need to be broken down into its components.

Step Five - Repeat the evaluating question found above in Step 1. This time saying,

"Imagine my needs for       x       were being completely met, what would I have, be doing, or be like."

until you have some component you feel that you can comfortably work with.

Step Six - Proceed to stages of the will guidelines.

Stages of the Will - which might be helpful to planning future directions for yourself. (From The Act of Will by Roberto Assagioli, Viking, 1973)

I. The Purpose, Aim or Goal, based on Evaluation, Motivation and Intention.

It's probably best to work on one area at a time, what area will this be? Do you really want to work on it? if so, summon up your energies to clearly define it.

II. Deliberation

"Many possible goals exist. We certainly cannot attain them all singly, and much less so at the same time. Therefore, a choice has to be made." (page 138) weigh the alternatives.

III. Choice and decision

A preference has to be indicated.

IV. Affirmation

"This activates and fosters the dynamic and creative energies needed to ensure the achievement of the goal." (page 139)

V. Planning and working out a program

Consider the means necessary to accomplish the goal.

VI. Direction of the Execution

"The will can and should make skillful use of the other psychological and bodily functions and energies existing in the personality: thinking and imagination, perceptions and intuition, feelings and impulses, as well as the physical organs of action. To employ an analogy from the theater, the will is the director of the entire production but normally he is not himself one of the actors." (page 139)

References

Assagioli, R., Psychosynthesis: A Manual of Principles and Techniques, New York: Viking, 1965.

Assagioli, R., The Act of Will, New York: Viking, 1973.

Moreno, J., Psycho-drama, New York: Beacon House, 1946.

Ram Das, Love Serve Remember, a record set available from ZBS. Fort Edward N.Y.

Trumpka, C., Cutting Through Spiritual Materialism, Shambala

Watson, D. and R. G. Tharpe, Self Directed Behavior: Self Modification for Personal Adjustment, Belmont, California: Wadsworth Publishing, 1972.

A NOTE: PLEASE BRING ALL DOCUMENTS COMPLETED THUS FAR  
(LOGS, NOTEBOOKS, EVENING REVIEWS, ETC.) TO THE  
NEXT SESSION

Notes

"It is more through love than through any techniques  
that healing takes place"

Martha Crampton

"Allowing oneself to love is the essential solvent of the state of hypnosis"

V.F. O'Connell

The startling truth is that our best efforts for civil rights, international peace, population control, conservation of natural resources, and assistance to the starving of the earth - urgent as they are - will destroy rather than help if they are made in the present spirit.

For as things stand, we have nothing to give. If our own riches and our own way of life are not enjoyed here they will not be enjoyed anywhere else. Certainly they will supply the immediate jolt of energy and hope that methedrine, and similar drugs, give in extreme fatigue. But peace can be made only by those who love peaceful, and love can be shown only by those who love. No work of love will flourish out of guilt, fear or hollowness of heart, just as no valid plans for the future can be made by those who have no capacity for living now."

Alan Watts

# ACT XIII

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### Act XIII: Evaluation

#### Requirements

about an hour of your time

candid opinions

(you might also collect materials you have generated during the learning sequence - logs, reviews, etc.)

#### Review

You have now finished the learning package "Who Am I?: Another Answer" in which you were introduced to a broad range of concepts and exercises (primarily Psychosynthetic) dealing with the subject of "self".

#### Preview

Now is the time to assess the materials to which you have been exposed, to relate some of your learnings vis a vis this curriculum, to discuss the impact of this experience on yourself. You are asked to look at changes or potential changes in terms of your behaviors, habits, attitudes, values or beliefs. It is hoped that you will thoughtfully and honestly respond to the questionnaire which follows, as it is primarily through your feedback that the program will be improved.

#### Center

It only takes a minute of following your breathing.

#### The Exercise

Read and complete the following questionnaire. The final form of this instrument was designed by Donald Mastriano to assess a workshop dealing with self-identification, this same tool is being used to compare methods.

What Happened: A QuestionnaireIntroductory Comments:

The purpose of this form, and of the request for you to complete it, is to provide information about the learning package you have been part of. I wish to enlist your cooperation in helping us to learn more about the learning package and what it has meant for you. This form has been designed as a learning experience in itself, by bringing up areas and issues to reflect upon and consider in depth. Please respond to each question in a free, flowing, spontaneous, open, candid, honest, and frank way. This may be done in a "stream of consciousness" manner, organized form, or in whatever way is natural for you. If you need more answering space, use the reverse sides of these pages or other pages. Your assistance is sincerely appreciated.

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## PART I

1. Use the space below to react freely to the significance the learning package has had for you.

2. List some behaviors and activities that you intend to change or do differently as a result of the learning package.

3. Has your conception of "who you are" changed as a result of this learning package? Yes\_\_\_\_\_ No\_\_\_\_\_  
Please describe and discuss these changes as openly and freely, and explicitly as possible. What meaning and significance does this have for you in your life?

4. Have there been any parts of the package or theory that have been troublesome, or caused resistances within you? Yes\_\_\_\_ No\_\_\_\_  
Please discuss fully and specifically.

5. Have you discovered any specific ways that you limit yourself by being falsely or partially identified? Yes\_\_\_\_ No\_\_\_\_  
Please discuss and describe these.

6. In the workbook we have taught that "direct experience of the self, of pure self-awareness independent of any 'content' of the field of consciousness and of any situation in which the individual may find himself - is a true, 'phenomenological' experience, an inner reality which can be empirically verified and deliberately produced through techniques." (Assagioli, 1965, page 5)

Have you, as a result of this set of learning modules, had the experience of your true self, as a center of pure awareness? Yes \_\_\_\_\_ No \_\_\_\_\_

Please use the space below to discuss this experience as fully as possible, describing that experience, your reactions and feelings about it, and include the meaning and significance this experience has for you.

If your answer was NO, do you believe it may be possible to experience this self, as described above, eventually? Yes \_\_\_\_\_ No \_\_\_\_\_



7. Please discuss your experience being the observer of the mind stream, the difficulties you have, which functions you can and cannot observe, etc. What significance does this have for you?

8. Have you been able to be your observing self (witness) in your everyday interpersonal and worldly activities? Yes \_\_\_\_\_ No \_\_\_\_\_

Please discuss your experiences in regards to this question, telling of specific incidents if possible, and telling of possible meaning and significance for you.

9. Do you believe in the existence of a Higher or Transpersonal Self within you? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please discuss fully including the significance of your belief.

10. As a result of your work do you feel a sense of....  
(check one please)...more comfort and security \_\_\_\_\_  
less comfort and security \_\_\_\_\_  
same as before \_\_\_\_\_  
Please discuss.

11. As a result of this "play" do you feel more confident \_\_\_\_\_  
less confident \_\_\_\_\_  
same as before \_\_\_\_\_  
Please discuss.

12. As a result of this package do you feel a greater sense of identity \_\_\_\_\_  
a lesser sense of identity \_\_\_\_\_  
same as before \_\_\_\_\_  
Please discuss.

13. As a result of this learning package would you say that you have discovered more of your inner potential?  
Please discuss. Yes \_\_\_\_\_ No \_\_\_\_\_
14. As a result of the learning package have you been able to see your life more clearly, with greater clarity and perspective? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please discuss fully.

15. As a result of this learning package do you feel more control and mastery over your life, over your psychological functions (thoughts, emotions, imaginations, drives), in the roles you play, in your interpersonal activities?  
Please discuss fully. Yes \_\_\_\_\_ No \_\_\_\_\_

16. After having completed the learning package, have you found it easier to look at, see, discuss and accept your hang-ups, problems, weaknesses, etc.  
Please discuss fully. Yes \_\_\_\_\_ No \_\_\_\_\_



17. As a result of the learning package, would you say you have been more introspective and aware of your inner world? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please discuss fully; what significance does this have for you?
18. As a result of this "13 Act Play" would you say that you now have more a sense of choice and responsibility for your self and activities? Yes \_\_\_\_\_ No \_\_\_\_\_  
Please discuss fully.

19. As a result of this package, are you more aware of and ready to use your will?  
Please discuss fully. Yes \_\_\_\_\_ No \_\_\_\_\_

20. Please use this space to give feedback on how to improve the program materials: their content, sequencing, scope, etc.

21. Do you now believe that it is possible to transmit the goals toward which this learning package was aimed via this tape and workbook format?
22. Here is a space for you to use, just in case you want to say something more.

